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ABSTRACT

Intended for use with severely and profoundly multiply handicapped children within the 0-48 month developmental age range, the manual is designed for planning and implementing an educational treatment program in the areas of auditory discrimination, communication, gross motor, and visual/fine motor skills. The format of the Assessment/Curriculum is designed to coordinate assessment, individualized education program development, and program implementation. The program is organized into long term behavioral objectives for each area which are subdivided into sequential short term objectives (test items and implementation objectives). A coding system is used to identify long and short term objectives according to developmental areas and skill level. Master copies of the forms necessary to use the data based approach to program planning are provided for photocopying. The guide includes a step-by-step explanation of procedures and techniques, sample forms representing illustrations for their use, and a materials list identifying items necessary for assessment and program implementation. All objectives are listed in the section entitled "Test Items." The section on "Procedures" provides brief guidelines for assessment of test items and general guidelines for a curriculum to develop the target skills. (DB)

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TEST ADMINISTRATION AND PROTOCOL BOOK FOR THE

PC 4918

PROJECT RUN:
EARLY EDUCATION
ASSESSMENT/CURRICULUM
for the
SEVERELY/PROFOUNDLY MULTIPLY HANDICAPPED

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NOTE: A copy of the 1982/83 Preston Special Education Catalog has been included with this Test Book. Many of the materials required for administration of various test procedures, as listed on pages 53 and 54, may be found in the J. A. Preston Corporation catalog. Especially notable are the Tumble Forms products for the Gross Motor portions of the Test/Curriculum; and the PC 1245 Sensory Stimulation Training and Assessment Program which contains small items such as brightly colored objects, toys, noisemakers and a small vibrator.

INTRODUCTION

INTRODUCTION

The Project RUN Early Education Assessment/Curriculum for the Severely/Profoundly Multiply Handicapped is designed for planning and implementing an educational treatment program in the areas of auditory discrimination, communication, gross motor, and visual/fine motor within the 0-48 month developmental age range. The developmental age range for each long term objective indicates the approximate age range that this skill is accomplished by normal children. The age ranges are not used as chronological age limits but are included to provide additional information on expectations for the completion of the behavioral objective.

The format of the Assessment/Curriculum is specifically designed to bridge the gap between assessment, IEP development, and program implementation. This is accomplished by: writing each objective in behavioral terms; establishing developmentally sequenced long term objectives (annual goals) for each area; dividing these long term objectives into sequential short term objectives (test items and implementation objectives); providing a format whereby assessments can be conducted, the IEP developed and the program implemented using the same set of behavioral objectives; and incorporating a comprehensive formative and summative data collection system into the format.

The system lends itself readily for providing instructional alternatives for individual differences. These alternatives combined with sequenced tasks for each long term

objective eliminates the necessity for in-depth assessment and/or program implementation procedures in most instances.

1 The child is allowed to respond to tasks by alternative means of communication:

a. Naming. This level is designed for the child who exhibits some expressive language. However, this level may vary from objective to objective. For example: (1) the child may be able to name the color red but may be unable to name the color yellow: (2) the child may be able to name some body parts/ objects but not others; and (3) naming for some words may be making the initial sound of the word. The child is ALWAYS given the opportunity to respond at the naming level before resorting to another level.

b. Verbal yes/no. This level of response is designed for those children who can verbalize yes/no but can not speak fluently.

c. Gestural yes/no. This level of response is designed for those children who have voluntary head control, but can not verbalize.

d. Touching. This level of response is designed for the child who can touch/point, but who has no vocalizations or verbalizations for expressions.

e. Directional eye movement. This level of response is designed for the child who can not point/verbalize, but can voluntarily direct his line of vision to a requested item.

2. As necessary, prompting cues are used to aid in program implementation and for pinpointing specific response levels during the assessment procedure.
   a. Request (R). The instructor gives the instruction only once, and the child is expected to complete the task independently.
   b. Verbal Cue (V). The instructor may use any verbal cues or gestural prompts necessary but may not touch the child to help him complete the task.
   c. Minimum Physical Assistance (M). The child may receive some assistance such as a guide at the elbow or the instructor may touch the child lightly as a physical prompt with simultaneous use of verbal and gestural prompts. This is not hand-over-hand assistance.
   d. Physical Assistance (P). The child is physically led through the task by the instructor with simultaneous use of verbal and gestural prompts. If parts of the task can be accomplished by the child through minimum physical assistance, the child is allowed to perform the task as independently as possible.
3. A functional word list is provided to be used in conjunction with specific objectives within the communication area. This enables the instructor to offer instructional alternatives which best meet each child's individual functional needs.

A coding system is employed to facilitate intergration of the planning and implementation process. A code is assigned to each long term objective and short term objective. For the long term objective, the code letter designates the specific area, i.e., Auditory Discrimination (AD), Communication (C), Gross Motor (GM), Visual/Fine Motor (V/FM). The number designates the developmental sequence of skills contained in the area. For the short term objectives the number represents sequential tasks as related to the completion of the long term objective.

The system utilizes a data based approach to program planning and implementation. Master copies of the forms necessary to use this technique are provided for photocopying: Assessment Data Collection (ADC); Prescriptive Treatment Plan (PTP); Sampling Data Collection (SDC); and Profile.

A guide for program planning and implementation using the system includes the following: A step-by-step explanation of procedures and techniques; sample forms representing illustrations for their use; and a beginning words list and materials list which contain items necessary for assessment and program implementation.

General procedures and/or comments for implementation of the curriculum are provided following each area of concern. However, the procedures discussed under the gross motor area are to be utilized with caution. The gross motor portion of the Assessment/Curriculum may be useful in determining the gross motor development of a preschool aged handicapped child. However, it is intended for use with the child who is motorically delayed but does not exhibit any paresis, abnormal muscle tone, or skeletal

deformities. Prior to the administration of these test items, the child should be examined by a physical therapist to assure that the delay has not been caused by any of these conditions. In the event that the child does exhibit paresis, abnormal muscle tone, or skeletal deformaties, the physical therapist will perform an independent assessment and prescribe a treatment plan. Use of the gross motor portion of the Assessment/Curriculum is not suggested for the very involved child as repeated use of the procedures described may cause irreversible motor or skeletal damage to a child.

Furthermore, three components of normal development should be considered while administering the Gross Motor test items:

1. A child may exhibit a "landmark" skill without having developed the necessary movement components to independently perform that behavior, and therefore should not be credited with that skill.

   Example: A child may be able to sit alone when placed but is not able to assume that position independently.

2. However, many prerequisite components of a larger skill become extinguished as the child integrates these movements into the performance of a higher level skill. The child should be credited for having those lower level components.

   Example: A child first rolls by initiating the movement with his head and the body follows as one unit. As development

progresses the child rolls more segmentally by initiating the movement with either the upper or lower body with the other body parts.

3. A child may concurrently exhibit several behaviors which are close but not at the same level of development. This indicates that the higher level skills are emerging. While these emerging skills should be noted, credit should not be given until the behavior is complete.

   Example: A child may be examined who crawls, creeps, and has begun to plancigrade walk. The crawling and creeping should be credited, while plantigrade walking should be noted as emerging.

PROGRAM PLANNING AND IMPLEMENTATION PROCESS

SAMPLE FORMS

BEGINNING WORD LIST

MATERIALS

PROGRAM PLANNING AND IMPLEMENTATION PROCESS

I. Select Assessment Areas and Reinforcement Schedule.

A. Collect and review information from other sources. Secure the parent's consent to request medical reports from previous diagnoses/treatment and evaluations (education, psychological, etc.) by other agencies. This information should indicate the child's limitations and capabilities, i.e., visually impaired, orthopedically handicapped, etc.

B. Conduct informal assessment for a suggested period of two weeks. During this time the child should become familiar with the teacher, his new environment, and the other children. As the child explores his surroundings, informal assessment techniques can be employed. Information collected through teacher observation and parental involvement can be valuable in developing the child's program and reinforcement schedule. For example: informal assessment can yield the child's likes and dislikes, the extent of his handicapping condition and how this will effect programmatic areas, parental expectations and desires, etc.

1. Determine the reinforcer most suitable for the child.

a. Observation - Present a variety of experiences (work and play) and observe which experiences the child enjoys most.

b. Edibles - Provide a variety of edibles and observe which ones the child consistently reaches for.

c. Parental Suggestion - Ask the parents for suggestions that might have otherwise been overlooked.

2. Observe suggestions for reinforcers according to behavior modification principle of reinforcement.

a. Primary Reinforcers - Initial reinforcement should begin with primary reinforcers, i.e., food, liquid, and/or tactile stimulation.

b. Secondary Reinforcers - At a higher level, secondary reinforcers are used, i.e., token exchange, privileges, and/or social stimulation.

3. Determine the number of reinforcers needed for eliciting correct respones. (ex: one reinforcer per one correct trial; one reinforcer per two correct trials; or one reinforcer per three correct trials.

C. Consult with specialist if the collected information seems to indicate that other programs are needed to supplement the RUN program, i.e., pre-speech, therapeutic feeding, self-care, etc.

II. Conduct Assessment

A. Collect assessment tools: Assessment/Curriculum, Assessment Data Collection form, Sampling Data Collection form, and materials.

B. Prepare assessment environment by: removing distracting stimuli, positioning child and establishing rapport with the child.

C. Conduct the assessment following the general procedures given within the Assessment/Curriculum and the following specific procedures:

1. Place the Assessment Data Collection form to the right of test items.
2. Transfer code from test items to ADC form.
3. Determine response level for each of the three test trials. Prompting cues are utilized for determining the response level. Follow the suggested procedures for determining the response level for one test trial. Repeat procedure for the two remaining test trials. However, if the task is found to be not applicable because of the handicapping condition, assign a "NA" and continue to the next objective. The response level obtained for each test item is recorded on the Assessment Data Collection form under the heading "Test Trials".

a. Request ("R") - Always begin with the request level. This allows the child to perform at his maximum level. If the child performs the task upon request or if the behavior is self-initiated, assign a "R" for the trial.

b. Verbal Cue ("V") - If the child does not perform the task on the request level, use additional instruction. Gestural prompts may also be used. If the child performs the task at this level, assign a "V" for the trial.

c. Minimum Physical Assistance ("M") - If the child does not perform the task on the verbal cue level, use some physical assistance, i.e., a touch on the elbow, hand, head, etc. Verbal cues and gestures may also be used. If the child performs the task at this level, assign a "M" for the trial.

d. Physical Assistance ("P") - If the child does not perform the task on the minimum physical assistance level, assign a "P" for the test trial. This indicates that the child must be led through the task physically.

e. Not Applicable ("NA") - This code is used if the test item is not applicable to a child due to physical or other reasons to the degree that he is unable to respond to the item. A marking of

"NA" may be changed at a later date if changes occur to alter the situation that prevent the initial testing. For example: a special chair may correctly position the child enabling him to respond to tasks that were previously impossible.

4. Determine communication level, i.e., naming, verbal yes/no, gestural yes/no, touching, or directional eye movement, for communication objectives which indicate that an alternative means of communication may be used. Record the information in the area designated "Communication Level" on the ADC form.

5. Utilize distractor procedures on objectives in the communication area requiring identification of objects, pictures, etc.

   a. No Distractors - Begin by presenting the test object (no distractors). Ask the child, "Give me the <u>test object</u>." Assess, utilizing the prompting cues "R", "V", "M", and "P". Assign the correct code for the child's response level. Repeat for the two remaining test trials.

   b. One Distractor - Present the test object and one distractor to the child. Assess, utilizing the prompting cue codes. Assign the correct code for the child's response level. Repeat for the two remaining trials.

c. Two Distractors - Present the test object and two distractors to the child. Assess, utilizing the prompting cue codes. Assign the correct code for the child's response level. Repeat for the two remaining two trials.

6. Utilize the sampling assessment procedures for objectives in the communication area requiring identification of objects, pictures, etc. The sampling procedure is used to give the child ample opportunity to identify the required number of test items. Moreover, this procedure allows the child to respond to items that are familiar/functional since no predetermined items are given. The choice of the items is left up to the teacher's discretion as to what is familiar/functional for a particular child. For suggestions of items, refer to the Beginning Words List.

   a. Sampling Items - The names of the chosen items are recorded on the Sampling Data Collection (SDC) form in the blanks under the heading "Test Items." Always sample at least twice the number of items chosen for completion of the objective. This allows the child ample opportunity to respond to those items which are more familiar/functional.

b. Distractor Procedure - Follow the procedure for assessment with distractors discussed in the preceding section.

c. Assessment Data Collection (ADC) Form - Once the assessment procedure has been completed and the information recorded on the SDC form, determine which items the child appeared to know best by the response levels. Transfer this information to the ADC form under "Comments" for the appropriate objective. List the requested number of items in a descending order of most familiar to least familiar. If none of the sampled items were familiar to the child, choose any of the items sampled and list in the appropriate space. The items will now become the short term objectives and will be transferred to the "Comments" section of the Prescriptive Treatment Plan.

7. Adhere to time spans included in specific test items. However, if the child completes a task at a higher time span than being assessed, assign a "R" to all lower time span items and continue testing at the higher level.

III. Develop Individual Education Plan (IEP)

A. Review all collected data, i.e., RUN assessment, informal assessment, medical reports, diagnostic evaluations, reports from consultants, etc.

B. Write IEP from collected data. Items to be included on the IEP vary from state to state and agency to agency. Therefore, only those items which are relevant to utilizing the RUN system are discussed.

1. Use state/agency adopted form. IEP forms usually vary from state to state and from agency to agency within a state. A sample Project IEP is included in the instructional guide, however, this is only a sample and not intended for use by other agencies. Agencies should use their adopted forms.

2. Consider parent priorities. The parent has the primary responsibility for determining the specific behavioral objectives which are to be included on the IEP.

3. Transfer objectives for program implementation from the ADC form to the IEP. From the assessment, the specific skills which existed and those which needed to be worked on were pinpointed.

a. Long Term Objectives - The long term objectives represent the annual goals on the IEP. The number of long term objectives projected for the year is dependent upon the child's limitations

and/or capabilities as determined from collected data. A long term objective is considered for selection on the IEP if any of the sequential tasks/test items are not assigned a "R" for each of the three trials.

b. Short Term Objectives - The short term objectives utilized for the IEP represent the "Test Items" from the assessment. These are sequenced tasks for completion of the long term objectives. For each long term objective selected for inclusion on the IEP, the test items/short term objectives which were assigned "P's", "M's", or "V's" on the assessment are included on the IEP. Those items assigned three "R's" are tasks needing no instruction, therefore are not included in the IEP.

4. Include specialized programs. If consultation with specialists was indicated and a determination was made that the child's program needed to be supplemented with other programs, these programs are included on the IEP.

5. Determine criterion for completion. Methods for determining criterion for completion are left to the discretion of the instructor based on knowledge of the child's limitations and capabilities. However, a suggestion is made that for most tasks five

consecutive correct responses (UPON REQUEST) for three consecutive instructional sessions be accepted as criterion for completion.

IV. Develop Prescriptive Treatment Plan (PTP)

A. Transfer data from the IEP to the PTP: code(s)/short term objective(s) and the criterion for completion for each objective. Use as many PTP forms as necessary for the number of objectives to be initially implemented. (The PTP master form may be photocopied). THE SHORT TERM OBJECTIVES TO BE IMPLEMENTED INITIALLY AND SUBSEQUENTLY MUST BE IMPLEMENTED ACCORDING TO THE SEQUENCE DESIGNATED FOR THE LONG TERM OBJECTIVE. Completion of the long term objective is fulfilled when all short term objectives for that objective has been completed.

B. Transfer data from the ADC form to the PTP for those objectives included on the IEP: materials; objects, pictures, etc. identified through the sampling/distractor procedures; communication level; and response level.

C. Record the schedule of reinforcement for each objective i.e., the number per trial(s) and the reinforcer. The schedule of reinforcement may vary from objective to objective. (The two weeks of informal assessment should have resulted in determining the reinforcer most suitable to a particular child and the number of reinforcers needed for eliciting correct responses).

D. Complete data charting area. Record code(s) from the "Code(s)/Objective(s)" area; record days objectives are to be taught, and the dates these days represent. The data charting area may be completed in various ways for

scheduling the days, dates, and number of trials per day for each objective and/or for each child's individual needs.

E. Record the procedures and/or comments from the curriculum guide for each specific PTP objectives and/or attach the curriculum guide form to the PTP for each specific PTP objective.

F. Develop a PTP for any recommended specialized programs.

V. Implement Program

A. Consider the general rules for implementing the prescriptive treatment plan.

1. Place the child's prescriptive treatment plan, the materials necessary for conducting the session, and the reinforcers in the immediate teaching area.

2. Position the child as prescribed by the physical therapist and/or the position found to be the most conducive to learning.

3. Remove distracting stimuli.

B. Employ behavior modification principles of reinforcement and prompting cues for eliciting learning.

1. Use the behavior modification principle of reinforcement to structure the learning tasks and to elicit desired responses. As the child approaches independent task completion, systematically reduce reinforcement schedule.

2. Use the behavior modification principle of prompting cues to aid in training and eliciting correct responses, i.e., requests, verbal cues, minimum physical assistance, and physical assistance. Follow the sequence of prompting cues "R", "V", "M", "P" to facilitate achievement at the highest response level possible. Even though the PTP indicates the child's current response level, always utilize the prompting cue sequence until a completion of a response is elicited.

C. Record response level upon completion of each task trial on the data charting grid. (The number of trials per day for each task is left to the discretion of the instructor.)

D. Adhere to the principle of allowing the child to respond to tasks in the communication area by alternative means of communication. This principle allows the child to respond to tasks through naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. However, the child is ALWAYS given the opportunity to respond on the highest level possible on any given task.

VI. Update/Record Program Implementation Process

A. Record transition through the prompting hierarchies on the PTP in the area designated for "Response Level." Example: If the initial response level recorded on the PTP is "M", when the child meets criterion for completion on this level the "M" would be circled and the transition indicated by recording a "V". When the child meets criterion for completion on this level the "V" would be circled and a "R" would be recorded. When the child meets criterion on this level the "R" would be circled - indicating completion of the objective.

B. Record completion date on PTP and the ADC form when an objective is completed (UPON REQUEST) according to the criterion set for that objective.

C. Develop continuation/new PTP forms as necessary. Each PTP form is designed to allow for charting implementation procedures for three short term objectives. However, criterion for completion of the objective(s) may not have been completed before the daily charting grid has been filled. Thus, necessitating development of a continuation PTP form for the objective(s). A new PTP form is developed when new objectives are added to the child's program.

D. Utilize the profile form for a visual representation of a child's progress through the prompting hierarchies

and/or completion of objectives. Four steps are necessary for utilizing the form.

1. Complete the code boxes. List the codes of all short term objectives needed for completion of the respective long term objective. Each short term objective should be in its own code box with the first short term objective listed in the code box at the bottom of the profile sheet and the others listed in sequential order above it.
2. Circle the initial response level of the child to that particular objective in the first level box by the first short term objective. The response level comes from the assessment data. Look at all three test trial responses and combine them to give the average responding ability of the child. For example: If the assessment data for C-1, 1.1 was "M", "V", "M" circle a "M". Complete this procedure whenever circling the initial response level.
3. Record the starting date of the objective under the first response level. This date is recorded above the diagonal line in the date box.
4. Continue to record the child's progress by marking the response level, dates of completion, and starting date of each level. To do this, review the past week's PTP data to see if the child maintained, decreased, or improved his level of response on the objective utilizing the same criterion set for the

total completion of the objective (UPON REQUEST) for the other response levels. For example: If on C-1, 1.1 the assessment data was "M", "V", "M" an initial response level of "M" would be circled and a start date given. Criterion for completion of C-1, 1.1 has been set as 5 consecutive correct responses. Therefore, when updating on the profile form, look at the week's PTP data to see if the initial response level of "M" has been maintained, decreased, or improved. If the child has met criterion (5 consecutive correct responses on the "M" level), the child has progressed to the "V" level. Give an end date (lower portion of date box) for the "M" level and go to the next level box. Circle the "V" and give the starting date for this level. If the data shows more than half of the responses at a lower level ("P"), then go to the next level box. Circle the lower level and give the start date. There would be no end date for the previous level box since it was not completed. However, if more than half of the initial response level is present, the level has been maintained. Go to the next level box, circle the same level "M" and give the next week's start date. Again, there would be no end date in the previous date box. An end date is only given when a child completes a level.

ASSESSMENT DATA COLLECTION

Student Mary Smith

T John Doe

Date 8/25/80

KEY FOR ASSESSING
R = Request M = Minimum Physical
V = Verbal Cue P = Physical
NA = Not Applicable

Code	Test Trials			Communication Level	Start Date	End Date	Comments
C 1.1	m	✓	m		9-1-80		visual attention
1.2	m	✓	m		9-1-80		
1.3A	m	m	✓				
1.3B	m	m	✓				
1.4A	m	m	✓				
1.4B	m	m	✓				
1.4C	m	P	P				
1.5A	m	m	m				
1.5B	P	P	P				

NORTH MISSISSI RETARDATION CENTER

PROJECT RUN/OUTREACH

Individual Education Plan

Annual Review Date: 9-1-81

PERSONAL DATA:
Name: Mary Smith
Unit Number:
Birthdate:
Age: Sex: Race:
Cottage:
County: City:

Date of Review: 8-25-80
Programmer: John Doe
Department: RUN
Time of Program:

ANNUAL GOALS	CRITERION FOR COMPLETION	STAFF RESPONSIBLE AND SETTING	PROGRAM INITIATION DATE	PROGRAM COMPLETION DATE
1. The child will respond to spoken language through physical movements	5 consecutive responses	teacher Classroom	9-1-80	

NORTH MISSISSIPPI RETARDATION CENTER

PROJECT RUN/OUTREACH

Individual Education Plan

Area:	Prioritized Annual Goals:	Summary of Present Levels of Performance: (Correlate with Annual Goals
C	The child will respond to spoken language through physical movements.	Partial skills in 1.1, 1.2, 1.3A+B, 1.4A, B+C, 1.5A No skills 1.5B

Department Supervisor

John Doe
Programmer

IMPLEMENTER'S INSTRUCTIONAL PLAN FOR Mary Smith (student)

TEACHER John Doe SKILL AREA C

1. LONG RANGE GOAL (date: 9-1-80)

To assist the student in: C-1
The Child will respond to spoken language through physical movements

INSTRUCTIONAL OBJECTIVES:

	Met Stated Objective	Progress made Continue Objective	Objective is too Easy/Difficult (state which under comments)	Student interest is High/Low (state which under comments)	More Time Needed to Meet Objective	Dropped Objective
A. OBJECTIVE (date:); CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: momentarily respond to voice (C1.1) Criterion: 5 consecutive responses						
B. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Attend visually to speaker's face (C1.2) Criterion: 5 consecutive responses						
C. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: search for voice with eyes to the right Criterion: 5 consecutive responses (C1.3A)						
D. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Search for voice with eyes to the left (C1.3B) Criterion: 5 consecutive responses						
E. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Turn head to source of voice to the right (C1.4A) Criterion: 5 consecutive responses						
F. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Turn head to source of voice to the left (C1.4B) Criterion: 5 consecutive responses						
G. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Turn head to source of voice behind (C.14C) Criterion: 5 consecutive responses						
H. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Respond to single word command, "Look" (C.15A) Criterion: 5 consecutive responses						
I. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Respond to single word command, "No" (C1.5B) Criterion: 5 consecutive responses						

Comments:

PRESCRIPTIVE TREATMENT PLAN

Student Mary Smith

Instructor John Doe

KEY FOR CHARTING

R-Request M-Minimum Physical

V-Verbal Cue P-Physical

Start Date	End Date	Codes/Objectives	Materials	Schedule of Reinforcement	Communication Level	Response Level	Criterion for Completion
9-1-80		C1.1 momentarily respond to voice	voice	Edible each trial		m	5 consecutive responses
9-1-80		C1.2 attend visually to the speaker's face	voice	Edible each trial		m	5 consecutive responses

Code C1.1

	M	T	W	Th	F
week of 9-1-80 1					
2					
3					
4					
5					

Code C1.2

	M	T	W	Th	F
week of 9-1-80 1					
2					
3					
4					
5					

Code _____

Procedures and/or Comments

PRESCRIPTIVE TREATMENT PLAN

Student Mary Smith

Instructor John Doe

KEY FOR CHARTING

R-Request M-Minimum Physical

V-Verbal Cue P-Physical

Start Date	End Date	Codes/Objectives	Materials	Schedule of Reinforcement	Communication Level	Response Level	Criterion for Completion
9-1-80		C1.1 Momentarily respond to voice	VOICE	Edible for each trial		M	5 consecutive response

(Progressed)

Code C1.1

week of 9-1-80

	M	T	W	Th	F
1	P	M	P	P	M
2	M	M	M	M	M
3	P	M	P	P	M
4	M	P	P	M	M
5	M	P	M	M	M

(Decreased)

Code C1.1

week of 9-1-80

	M	T	W	Th	F
1	P	M	P	P	P
2	M	P	P	M	M
3	P	M	P	P	P
4	M	P	M	P	M
5	M	P	M	P	M

(Maintained)

Code C1.1

week of 9-1-80

	M	T	W	Th	F
1	P	M	P	P	M
2	M	M	M	M	P
3	P	M	P	P	M
4	M	P	P	M	M
5	M	P	M	M	M

Procedures and/or Comments

D-510 STUDENT: Mary Smith

C-1.4C	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.4B	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.4A	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.3B	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.3A	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.2	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
C-1.1	RVMP 9-1-80	RVMP	RVMP	RVMP 9-1-80 9-5	RVMP 9-8	RVMP	RVMP	RVMP 9-1-80	RVMP 9-8	RVMP	RVMP	RVMP 9-1-80	RVMP 9-8	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP

Initial Entry Progressed Decreased Maintained

SAMPLING DATA COLLECTION

Student Mary Smith

Instructor John Doe

KEY FOR CHARTING

R-Request M-Minimum Physical

V-Verbal Cue P-Physical

Test Items		Test Trials			Comments
1. Ball	A. with no distractors	R	R	R	
	B. with one (1) distractor	M	V	V	touching
	C. with two (2) distractors	V	M	V	
2. Spoon	A. with no distractors	R	R	R	
	B. with one (1) distractor	V	R	R	touching
	C. with two (2) distractors	V	V	V	
3. Cap	A. with no distractors	R	R	R	
	B. with one (1) distractor	P	P	P	touching
	C. with two (2) distractors	P	P	P	
4. Cup	A. with no distractors	R	R	R	
	B. with one (1) distractor	V	V	V	touching
	C. with two (2) distractors	V	V	V	
5. Plate	A. with no distractors	R	R	R	
	B. with one (1) distractor	P	P	P	touching
	C. with two (2) distractors	P	P	P	
6. Shirt	A. with no distractors	R	R	R	
	B. with one (1) distractor	P	P	P	touching
	C. with two (2) distractors	P	P	P	
7. Block	A. with no distractors	R	R	R	
	B. with one (1) distractor	M	V	M	touching
	C. with two (2) distractors	V	M	M	
8. Cookie	A. with no distractors	R	R	R	
	B. with one (1) distractor	R	R	R	touching
	C. with two (2) distractors	R	R	R	
9. Milk	A. with no distractors	R	R	R	
	B. with one (1) distractor	R	R	R	touching
	C. with two (2) distractors	R	R	R	
10. Doll	A. with no distractors	R	R	R	
	B. with one (1) distractor	R	R	R	touching
	C. with two (2) distractors	V	R	R	

ASSESSMENT DATA COLLECTION

Student Mary Smith

Teacher John Doe

Date 8/25/80

KEY FOR ASSESSING
R = Request M = Minimum Physica
V = Verbal Cue P = Physical
NA = Not Applicable

Code	Test Trials			Communication Level	Start Date	End Date	Comments
C-7.1A	R	R	R	Touching			7.1 Cookie
7.1B	R	R	R	Touching			
7.1C	R	R	R	Touching			
7.2A	R	R	R	Touching			7.2 Milk
7.2B	R	R	R	Touching			
7.2C	R	R	R	Touching			
7.3A	R	R	R	Touching			7.3 Doll
7.3B	R	R	R	Touching			
7.3C	V	R	R	Touching	9-1-80		
7.4A	R	R	R	Touching			7.4 Spoon
7.4B	V	R	R	Touching	9-1-80		
7.4C	V	V	V	Touching			
7.5A	R	R	R	Touching			7.5 Cup
7.5B	V	V	V	Touching			
7.5C	V	V	V	Touching			

NORTH MISSISSI RETARDATION CENTER

PROJECT RUN/OUTREACH

Individual Education Plan

Annual Review Date: 8-25-80

PERSONAL DATA:
Name: Mary Smith
Unit Number:
Birthdate: 1-1-76
Age: 4 Sex: Female Race:
Cottage:
County: City:

Date of Review: 8-25-80
Programmer: John Smith
Department: RUN
Time of Program:

ANNUAL GOALS	CRITERION FOR COMPLETION	STAFF RESPONSIBLE AND SETTING	PROGRAM INITIATION DATE	PROGRAM COMPLETION DATE
1. The child will identify five familiar objects.	5 consecutive responses	teacher classroom	9-1-80	

NORTH MISSISSIPP :TARDATION CENTER

PROJECT RUN/OUTREACH

Individual Education Plan

Area:	Prioritized Annual Goals:	Summary of Present Levels of Performance: (Correlate with Annual Goals
C	The Child will identify five familiar objects	Has skills on 7.1A, B&C, 7.2A, B+C, 7.3A+B, 7.4A, 7.5A. Partial skills on 7.3C, 7.4B+C, 7.5B+C.

Department Supervisor

John Doe
Programmer

IMPLEMENTER'S INSTRUCTIONAL PLAN FOR Mary Smith (student)

TEACHER John Doe SKILL AREA C

I. LONG RANGE GOAL (date: 9-1-80)

To assist the student in:
The child will identify five familiar objects (C-7)

INSTRUCTIONAL OBJECTIVES:

	Met Stated Objective	Progress made Continue Objective	Objective is too Easy/Difficult (state which under comments)	Student interest is High/Low (state which under comments)	More Time Needed to Meet Objective	Dropped Objective
A. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Identify doll with two distractors (C-7.3C) Criterion: 5 consecutive responses						
Comments:						
B. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Identify spoon with one distractor (C-7.4B) Criterion: 5 consecutive responses						
Comments:						
C. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Identify spoon with two distractors (C-7.4C) Criterion: 5 consecutive responses						
Comments:						
D. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Identify cup with one distractor (C-7.5B) Criterion: 5 consecutive responses						
Comments:						
E. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to: Identify cup with two distractors (C-7.5C) Criterion: 5 consecutive responses						
Comments:						
F. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to:						
Comments:						
G. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to:						
Comments:						
H. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to:						
Comments:						
I. OBJECTIVE (date:) CARRY OVER OBJECTIVE (date:) evaluation date: The student will be able to:						
Comments:						

PRESCRIPTIVE TREATMENT PLAN

Student Mary Smith

Instructor John Doe

KEY FOR CHARTING

R-Request M-Minimum Physical
V-Verbal Cue P-Physical

Start Date	End Date	Codes/Objectives	Materials	Schedule of Reinforcement	Communication Level	Response Level	Criterion for Completion
9-1-80		C7.3C Identify doll with two distractors	Doll and 2 Distractors	Praise each trial	touching	R	5 consecutive responses
9-1-80		C7.4B Identify spoon with one distractor	Spoon and 1 Distractor	Praise each trial	touching	R	5 consecutive responses

Code C-7.3C

week of 9-1-80	M	T	W	Th	F
1					
2					
3					
4					
5					

Code C-7.4B

week of 9-1-80	M	T	W	Th	F
1					
2					
3					
4					
5					

Code _____

Procedures and/or Comments

BEGINNING WORDS LIST

OBJECTS

ball
block
truck
book
bell
doll
car
wagon
puzzle
house
box
cracker
cookie
milk
water
juice
ice cream
cake
cup/glass
plate
spoon
socks
shoes
shirt
pants
hat/cap
table
chair
bed
soap
towel
toothbrush
toothpaste
other:_____

BODY PARTS - LEVEL 1

mouth
eyes
nose
feet
hair
hands
ear
head
legs
arms

BODY PARTS - LEVEL 2

fingers
toes
stomach
back
knees
teeth
heels
fingernails
chin
elbow
neck
ankle
tongue

COLORS - LEVEL 1

red
blue
yellow
green

COLORS - LEVEL 2

purple
orange
pink
brown
black
white

ADJECTIVES

happy
sad
big
little
hot
cold
pretty
dirty
bad
dry
wet
old
new
blue
yellow
red
open
long
short
soft
hard
close

UNDER THREE-YEAR OLD LEVEL

(Functional Words and Phrases)

Hi
Bye-bye
Child's name
Come here
Come on
Open the door, box
Close the door, box
Open it
Put it back
Put it down
Put it on
Put it in
Get it
Get down
Get up
Go get the _____
Fall down
Don't fall
Family name (mama, daddy)
Move over, back
Move it
Push it
Pull it
Throw it
Shake it
Turn it
Up, down
Fast, slow
Fix it
Hurry up
Get in your chair
Push the chair
Don't touch it
Let's go
Let's go bye-bye
I see you
Stay there
Wait
Go around
Yes, no
Don't cry
Sit down
Stand up
Give it to _____

Where is it?
Where's the _____?
Where's your_____?
Find it
Look for it
Look
Listen
Show me the_____
Show me your_____
Stop
Jump
Jump down
Hold my hand
Walk
Run
Ride the horse, car
It's broken
Wash your hands
Dry your hands
Throw it away
It's wet
It's dry
It's mine
Where's your hearing aid?
Drink it
Eat it
It's cold
It's hot
All gone
Thank you
You dropped it

MATERIALS

I. Auditory Discrimination

A. Bell (or triangle)*
B. Morocco*
C. Other noisemakers*

II. Communication

A. Small toys (eg. ball, block, truck, bell)
B. Puzzles*
C. Books with Brightly Colored Pictures*
D. Blocks (or objects or pictures) illustrating colors of red, blue, yellow, green, purple*
E. Doll
F. Mirror
G. Crayon
H. Common objects (refer to Beginning Words list)
I. Pictures of Common or Familiar Objects (refer to Beginning Words list)
J. Pictures depicting actions (eg. running, eating, drinking, etc.)
K. Pictures or objects depicting adjectives (refer to Beginning Words list)

III. Gross Motor**

A. Small, battery-operated vibrator - 150-200 Hz*
B. Rolls*
C. Wedges*
D. Prone Stander*
E. Standing Table*
F. Feeder Seats or Floor Sitters*
G. Parallel Bars
H. Straddle or Mustang Chair*
I. NDT Ball - 11 in., 16 in.*
J. Playground Ball - 8½ in.*
K. Push Cart
L. Tricycle*
M. Individualized Seating System*
N. Crutches*
O. Mat - 6' x 8' *
P. Toys (reinforcers)

* These items found in Preston Special Education Catalog 1982/83 included with this Test

** Most of these items are indicated according to the individual needs of each child.

IV. Visual-Fine Motor

A. Candle
B. Flashlight*
C. Brightly colored objects
D. Small objects (block, etc.)
E. Noisemakers*
F. Push-pull Toy (stick type)
G. Edibles (raisins, fruit loops, etc.)
H. Textured objects*
I. Play Phone
J. Pictures
K. Play Dough
L. Stacking Disk or Toys*
M. Beads
N. Formboard*
O. Paper
P. Pen
Q. Pencil
R. Crayon
S. Finger Paints

PRESCRIPTIVE TREATMENT PLAN

Student ____________________

Instructor ____________________

KEY FOR CHARTING

R-Request M-Minimum Physical
V-Verbal Cue P-Physical

Start Date	End Date	Codes/Objectives	Materials	Schedule of Reinforcement	Communication Level	Response Level	Criterion for Completion

Code ________

Code ________

Code ________

Procedures and/or Comments

ASSESSMENT DATA COLLECTION

Student _____

Teacher _____

Date _____

KEY FOR ASSESSING
R = Request M = Minimum Physical
V = Verbal Cue P = Physical
NA = Not Applicable

Code	Test Trials			Communication Level	Start Date	End Date	Comments

LONG TERM OBJECTIVES /SHORT TERM OBJECTIVES STUDENT:

	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP

SAMPLING DATA COLLECTION

Student _____

Instructor _____

KEY FOR CHARTING

R-Request M-Minimum Physical

V-Verbal Cue P-Physical

Test Items		Test Trials			Comments
1. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
2. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
3. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
4. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
5. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
6. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
7. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
8. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
9. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
10. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				

TEST ITEMS

AUDITORY DISCRIMINATION

AD-1 (0-6 mos.)	1.1	React to loud sounds
	1.2	React to sound of voice from a distance of two feet
	1.3	Turn head to glance from one noisemaker to another from a distance of one or two feet
	1.4	Search for sound with eyes from a distance of two feet A. to the right
		B. to the left
	1.5	Turn head to follow a sound from A. right to left
		B. left to right
	1.6	Turn head to look for a dropped object that made a noise when it fell
	1.7	Turn head toward source when name is called from a distance of five to six feet
AD-2 (6-9 mos.)	2.1	Look at person talking to him/her when two or more people are talking simultaneously
	2.2	Respond to his/her name through a background of sounds
	2.3	Change behavior in response to a pleasant tone of voice (ex: smiles)
	2.4	Change behavior in response to a firm tone of voice (ex: stops task if asked to stop task)
	2.5	Turn head toward the source of a loud sound, four or five feet distance, through a background of subdued sounds while blindfolded

COMMUNICATION

C-1 (0-12 mos.)	1.1	Momentarily respond to voice
	1.2	Attend visually to the speaker's face
	1.3	Search for a voice with eyes A. to the right
		B. to the left
	1.4	Turn head to source of a voice A. right
		B. left
		C. behind
	1.5	Respond to single word commands (ex: momentary response) A. "look!"
		B. "no!"
C-2 (4-12 mos.)	2.1	Momentarily attend/participate in play activity
	2.2	Attend/participate in play activity for 10-30 seconds
	2.3	Attend/participate in play activity for 30-60 seconds
	2.4	Momentarily attend/participate in work activities
	2.5	Attend/participate in work activities for 10-30 seconds
	2.6	Attend/participate in work activities for 30-60 seconds
C-3 (6-12 mos.)	3.1	Raise arms when speaker says "come" and gestures
	3.2	Search (visually) for speaker when name is called
	3.3	Turn head when name is called
	3.4	Follow simple commands with gestures (ex: imitation games, gives toy on request when already holding it)
C-4 (10 mos.)	4.1	Identify mother when presented with (child's) mother and verbal cue
	4.2	Identify father when presented with (child's) father and verbal cue
	4.3	Identify other familiar people when presented with familiar people and verbal cue
C-5 (12-18 mos.)	5.1	Attend to book briefly

	5.2 Attend to book for 10 seconds
	5.3 Reach/move toward the book while attending
	5.4 Attend to the book for 10 seconds while touching
	5.5 Attend to and pat the pictures (non specific
C-6 (12-16 mos)	6.1 Attend to instructor when command is given with gestures
	6.2 Imitate instructor's movements when command is given with gestures
	6.3 Approximate movement for command when given verbal cue
	6.4 Follow a one-step command exactly
C-7 (12-19 mos.)	7.1 Identify one familiar object A. with no distractors
	B. with one distractor
	C. with two distractors
	7.2 Identify two familiar objects A. with no distractors
	B. with one distractor
	C. with two distractors
	7.3 Identify three familiar objects A. with no distractors
	B. with one distractor
	C. with two distractors
	7.4 Identify four familiar objects A. with no distractors
	B. with one distractor
	C. with two distractors
	7.5 Identify five familiar objects A. with no distractors
	B. with one distractor
	C. with two distractors
C-8 (12-19 mos.)	8.1 Identify mouth in relation to self
	8.2 Identify mouth in relation to the instructor
	8.3 Identify mouth in relation to a doll
C-9 (12-24 mos.)	9.1 Respond to verbal cue, "Do you want to play?"
	9.2 Respond to verbal cue, "Do you want your mother?"
	9.3 Respond to verbal cue, "Do you want the ball?"
	9.4 Respond to verbal cue, "Do you want to give me the ball?"
	9.5 Respond to verbal cue, "Do you want to sit down?"
	9.6 Respond to verbal cue, "Do you want the red crayon?"
	9.7 Respond to verbal cue, "Do you want to work?"
C-10 (12-24 mos.)	10.1 Identify eyes in relation to self
	10.2 Identify eyes in relation to the instructor
	10.3 Identify eyes in relation to a doll
	10.4 Identify nose in relation to self
	10.5 Identify nose in relation to the instructor
	10.6 Identify nose in relation to a doll
C-11 (12-24 mos.)	11.1 Identify one picture A. with no distractors
	B. with one distractor

	C. with two distractors
	11.2 Identify two pictures A. with no distractors
	B. with one distractor
	C. with two distractors
	11.3 Identify three pictures A. with no distractors
	B. with one distractor
	C. with two distractors
C-12 (12-24 mos.)	12.1 Identify six objects A. with no distractors
	B. with one distractor
	C. with two distractors
	12.2 Identify seven objects A. with no distractors
	B. with one distractor
	C. with two distractors
	12.3 Identify eight objects A. with no distractors
	B. with one distractor
	C. with two distractors
	12.4 Identify nine objects A. with no distractors
	B. with one distractor
	C. with two distractors
	12.5 Identify ten objects A. with no distractors
	B. with one distractor
	C. with two distractors
	13.1 Identify an object from a group of three objects
	13.2 Identify an object from a group of four objects
	13.3 Identify an object from a group of five objects
C-14 (20-24 mos.)	14.1 Identify ears in relation to self
	14.2 Identify ears in relation to the instructor
	14.3 Identify ears in relation to a doll
	14.4 Identify hands in relation to self
	14.5 Identify hands in relation to the instructor
	14.6 Identify hands in relation to a doll
	14.7 Identify feet in relation to self
	14.8 Identify feet in relation to the instructor
	14.9 Identify feet in relation to a doll
C-15 (24-30 mos.)	15.1 Identify one object by its function A. with one distractor
	B. with two distractors
	15.2 Identify two objects by their function A. with one distractor
	B. with two distractors
C-16 (18-36 mos.)	16.1 Indicate awareness of two like objects in a group
	16.2 Indicate awareness of three like objects in a group
	16.3 Indicate awareness of four like objects in a group

C-17 (24-36 mos.)	17.1	Identify three objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.2	Identify four objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.3	Identify five objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.4	Identify six objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.5	Identify seven objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.6	Identify eight objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.7	Identify nine objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
	17.8	Identify ten objects by function
		A. with no distractors
		B. with one distractor
		C. with two distractors
C-18 (24-26 mos.)	18.1	Match mouth with tasting
	18.2	Match eyes with seeing
	18.3	Match nose with smelling
	18.4	Match ears with hearing
	18.5	Match hands with touching
	18.6	Match feet with walking
C-19 (24-36 mos.)	19.1	Identify "boy" using actual people
	19.2	Identify "boy" using a doll
	19.3	Identify "boy" using pictures
	19.4	Identify "girl" using actual people
	19.5	Identify "girl" using a doll
	19.6	Identify "girl" using pictures
	19.7	Identify own sex
C-20 (18-32 mos.)	20.1	Identify red in relation to objects
		A. with no distractors
		B. with one distractor
		C. with two distractors
	20.2	Identify red in relation to pictures
		A. with no distractors

	B. with one distractor
	C. with two distractors
C-27 (18-16 mos.)	27.1 Identify head in relation to self
	27.2 Identify head in relation to the instructor
	27.3 Identify head in relation to a doll
C-28 (36-40 mos.)	28.1 Identify big --- little
	28.2 Identify long --- short
	28.3 Identify happy --- sad
	28.4 Identify open --- close
	28.5 Identify _____ --- _____
C-29 (36-48 mos.)	29.1 Identify the objects that are the same
	29.2 Identify the object that is different
	29.3 Identify the pictures that are the same
	29.4 Identify the picture that is different
C-30 (36-48 mos.)	30.1 Identify hair in relation to self
	30.2 Identify hair in relation to the instructor
	30.3 Identify hair in relation to a doll
	30.4 Identify arms in relation to self
	30.5 Identify arms in relation to the instructor
	30.6 Identify arms in relation to a doll
	30.7 Identify legs in relation to self
	30.8 Identify legs in relation to the instructor
	30.9 Identify legs in relation to a doll
C-31 (40-45 mos.)	31.1 Imitate instructor's movements when the commands are given with gestures
	31.2 Approximate movements for one command when given verbal cue
	31.3 Approximate movements for two commands when given verbal cue
	31.4 Approximate movements for three commands when given verbal cue
	31.5 Follow a three-step command exactly
C-32 (36-48 mos.)	32.1 Identify fingers in relation to self
	32.2 Identify fingers in relation to the instructor
	32.3 Identify fingers in relation to a doll
	32.4 Identify toes in relation to self
	32.5 Identify toes in relation to the instructor
	32.6 Identify toes in relation to a doll
	32.7 Identify stomach in relation to self
	32.8 Identify stomach in relation to the instructor
	32.9 Identify stomach in relation to a doll
C-33 (40-52 mos.)	33.1 Imitate instructor's movements when the commands are given with gestures
	33.2 Approximate movements for one command when given verbal cue
	33.3 Approximate movements for two commands when given verbal cue
	33.4 Approximate movements for three commands when given verbal cue

		B. with one distractor
		C. with two distractors
C-21 (28-32 mos.)	21.1	Identify one object with no distractors
	21.2	Identify one object with one distractor
	21.3	Identify one object with two distractors
	21.4	Identify one object with three distractors
C-22 (24-28 mos.)	22.1	Identify one adjective A. with no distractors
		B. with one distractor
		C. with two distractors
	22.2	Identify two adjectives A. with no distractors
		B. with one distractor
		C. with two distractors
	22.3	Identify three adjectives A. with no distractors
		B. with one distractor
		C. with two distractors
C-23 (28-32 mos.)	23.1	Identify four pictures A. with no distractors
		B. with one distractor
		C. with two distractors
	23.2	Identify five pictures A. with no distractors
		B. with one distractor
		C. with two distractors
	23.3	Identify six pictures A. with no distractors
		B. with one distractor
		C. with two distractors
	23.4	Identify seven pictures A. with no distractors
		B. with one distractor
		C. with two distractors
C-24 (36-48 mos.)	24.1	Imitate instructor's movements when the commands are given with gestures
	24.2	Approximate movements for one command when given verbal cue
	24.3	Approximate movements for two commands when given verbal cue
	24.4	Follow a two-step command exactly
C-25 (32-36 mos.)	25.1	Identify blue in relation to objects A. with no distractors
		B. with one distractor
		C. with two distractors
	25.2	Identify blue in relation to pictures A. with no distractors
		B. with one distractor
		C. with two distractors
C-26 (24-36 mos.)	26.1	Identify one action A. with no distractors
		B. with one distractor
		C. with two distractors
	26.2	Identify two actions A. with no distractors

	33.5 Approximate movements for four commands when given verbal cue
	33.6 Follow a four-step command exactly
C-34 (44-48 mos.)	34.1 Identify four adjectives A. with no distractors
	B. with one distractor
	C. with two distractors
	34.2 Identify five adjectives A. with no distractors
	B. with one distractor
	C. with two distractors
C-35 (44-48 mos.)	35.1 Identify yellow in relation to objects A. with no distractors
	B. with one distractor
	C. with two distractors
	35.2 Identify yellow in relation to pictures A. with no distractors
	B. with one distractor
	C. with two distractors

GROSS MOTOR

GM-1 (0-6 mos.)	1.1 Turn head from side to side
	1.2 Lift head in line with body A. 10 seconds
	B. 20 seconds
	C. 30 seconds
	D. 40 seconds
	E. 50 seconds
	F. 60 seconds
	1.3 Support weight on forearms and lift head and shoulders A. 10 seconds
	B. 20 seconds
	C. 30 seconds
	D. 40 seconds
	E. 50 seconds
	F. 60 seconds
	1.4 Support weight on forearms and reach for toys
	1.5 Support weight on extended arms
	1.6 Roll from stomach to back
GM-2 (0-9 mos.)	2.1 Roll from side to back and back to side
	2.2 Reach for toy placed in midline
	2.3 Come to sit with no head lag
	2.4 Pull to sit
	2.5 Roll from back to stomach A. As a whole unit
	B. Segmentally
GM-3 (3-12 mos.)	3.1 Sit with support with back rounded A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

3.2 Sit supported by arms and hands
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

3.2 Sit supported by arms and hands
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

3.3 Sit without support with back erect arms free for play
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

3.4 Catch self when falling forward

3.5 Catch self when falling to side

3.6 Assume sitting

3.7 Catch self when falling backward

EM-4
(6-12 mos.)

4.1 Crawl independently

4.2 Heel-sit supported by outstreached arms
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

4.3 Balance on hands and knees

4.4 Rock on hands and knees

4.5 Reach for object with one hand in all fours position

4.6 Assume all fours independently

4.7 Creep reciprocally

EM-5
(3-15 mos.)

5.1 Support body weight in supported standing
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

5.2 Stand erect (when placed) holding onto stationary object
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

5.3 Pull to stand

5.4 Squat and stand holding onto stationary object

5.5 Cruise
A. two steps

B. four steps

C. six steps

D. eight steps

E. ten steps

5.6 Stand with no support
A. 10 seconds

B. 20 seconds

C. 30 seconds

D. 40 seconds

E. 50 seconds

F. 60 seconds

5.7 Walk led by one hand
A. one step

B. two steps

C. three steps

D. four steps

E. five steps

5.8 Assume standing

5.9 Walk independently

GM-6
(2 to 5 years)

6.1 Walk backward
A. two steps

B. four steps

C. six steps

D. eight steps

6.2 Walk sideways
A. two steps

B. four steps

C. six steps

D. eight steps

6.3 Walk on tiptoes
A. two steps

B. four steps

C. six steps

D. eight steps

6.4 Walk upstairs alone
A. two feet per step

B. one foot per step

6.5 Walk downstairs alone
A. two feet per step

B. one foot per step

6.6 Jump in place
A. one time

B. two times

C. three times

D. four times

E. five times

6.7 Run

6.8 Balance on one foot
A. one second

B. two seconds

C. three seconds

D. four seconds

E. five seconds

6.9 Ride a tricycle

6.10 Hop on one foot
A. two times

B. four times

C. six times

VISUAL/FINE MOTOR

V/FM-1 (0-1 mo.)	1.1	React to light with momentary response (ex: eye blink)
		A. candle
		B. flickering light
		C. flashlight
	1.2	Visually attend to object placed within field of vision with a momentary response (ex: a brief glance - 1 second)
	1.3	Turn head toward source of light
	1.4	Visually (eyes and hoad) follow a moving object: fixating on the object momentarily
	1.5	Visually (eyes and head) follow a moving object horizontally from side of body to midline
		A. right to midline
		B. left to midline
	1.6	Visually (eyes and head) follow a moving object diagonally from side of body to midline
		A. right to midline
		B. left to midline
V/FM-2 (2-6 mos.)	2.1	Visually (eyes and head) follow a moving object just past midline
	2.2	Fixate on object (ex: 3-5 seconds)
	2.3	Visually (eyes and head) follow a moving object horizontally from one side of body to other
	2.4	Visually (eyes and head) shift gaze from one object to another
	2.5	Visually (eyes and head) follow a moving object
		A. up
		B. down
	2.6	Visually (eyes only) follow a moving object horizontally from side of body to midline
		A. right to midline
		B. left to midline
	2.7	Look for a toy when dropped
	2.8	Visually (eyes only) follow a moving object horizontally from one side of body to other
V/FM-3 (6-12 mos.)	3.1	Visually (eyes only) follow a moving object
		A. up
		B. down
	3.2	Visually (eyes only) follow a moving object until it disappears from view
	3.3	Visually (eyes only) follow a moving object in a circular path
	3.4	Visually (eyes only) follow a moving object held 18 inches from eyes
	3.5	Visually (eyes only) follow a moving object along floor ten feet away
	3.6	Visually (eyes only) follow a dangling object on a string ten feet away
	3.7	Fixate eyes on object/picture for ten seconds
V/FM-4 (3-9 mos.)	4.1	Reach for dangling object or noisemaker (symmetrically)
	4.2	Bring his/her hands together in front of body (at midline)
	4.3	Hold an object (block) placed in his/her hand
	4.4	Hold a rattle, using a precarious grasp (object held between fingers, ring and little, and heel of palm)
	4.5	Hold object between thumb and forefingers (index and long)
V/FM-5 (4-11 mos.)	5.1	Grasp an object (size of block) with either hand (using palmar grasp) accurately
	5.2	Transfer object from hand to hand
	5.3	Use a push-pull toy (stick type)
	5.4	Grasp object between thumb, index, and long fingers with a space between palm of hand and object
	5.5	Pick up small object (ex: raisin, fruit loop, using a raking or scooping movement involving all fingers
	5.6	Manipulate object with hands and fingers (ex: squeezing toy, working busy box)
	5.7	Hold object between his/her thumb, index, and long fingers (opposition)

	5.8	Move index finger without moving any other fingers
	5.9	Purposely release an object
V/FM-6 (9-48 mos.)	6.1	Make scribble mark on a piece of paper while finger painting
	6.2	Stack object(s) on top of each other
		A. stack large (2"x2") blocks on top of each other
		B. stack small (1"x1") blocks on top of each other
		C. build tower of three or four blocks
		D. build tower of five or six blocks
		E. build tower of seven or eight blocks
		F. build tower of nine or more blocks
	6.3	Hold object in one hand and manipulate it with the other
		A. turn pages in cardboard book
		B. place a circle in a formboard
		C. string large beads or snap beads
		D. place rings on stacking disc
		E. fold paper on definite crease
		F. cut paper with scissors
		G. screw and unscrew lids, turn doorknob
		H. cut out square, circle, and triangle
	6.4	Imitate stroke with a crayon or pencil
		A. hold crayon/pencil and scribble
		B. imitate vertical stroke
		C. imitate horizontal stroke
		D. imitate push-pull stroke (a V or inverted V)
		E. imitate a circular stroke
		F. imitate a cross
		G. imitate a square
		H. imitate a triangle

PROCEDURES AND COMMENTS:

Assessment and Curriculum

CODE AD-1

The child will respond to the source of a sound through physical movements.
(0-6 mos.)

1.1 React to loud sounds
1.2 React to sound of voice from a distance of two feet
1.3 Turn head to glance from one noisemaker to another from a distance of one or two feet
1.4 Search for sound with eyes from a distance of two feet
    A. to the right
    B. to the left
1.5 Turn head to follow a sound from
    A. right to left
    B. left to right
1.6 Turn head to look for a dropped object that made a noise when it fell
1.7 Turn head toward source when name is called from a distance of five to six feet

Materials: bell, morocco, other noisemakers

ASSESSMENT

On test items requiring making sounds for the child to respond to, use noisemakers as indicated in materials suggestions. Comply with distances and directions as stated in each specific test item.

CURRICULUM

Use a variety of noisemakers for those tasks requiring the instructor to make noices. The distances and directions called for in each specific short term objective are pertinent to this developmental age range. Therefore, compliance to these is of utmost importance.

CODE AD-2

The child will discriminate between different sounds through physical movements.
(6-9 mos.)

2.1 Look at person talking to him/her when two or more people are talking simultaneously
2.2 Respond to his/her name through a background of sounds
2.3 Change behavior in response to a pleasant tone of voice (ex: smiles)
2.4 Change behavior in response to a firm tone of voice (ex: stops task if asked to stop task)
2.5 Turn head toward the source of a loud sound, four or five feet distance, through a backgound of subdued sounds while blindfolded

Materials: bell, morocco, other noisemakers

ASSESSMENT

Other than the primary sounds called for in the test items, the instructor will need to prepare testing situations for the use of secondary sounds which are called for in 1.2, 1.3, 1.4, and 1.7. Follow procedures as indicated for each specific test item.

CURRICULUM

Use primary and/or secondary sounds as called for in each specific short term objective. Secondary sounds that could be used are records, radio, tape/cassette recordings, music boxes, etc.

CODE C-1

The child will respond to spoken language through physical movements.
Level I
(0-12 mos.)

1.1 Momentarily respond to voice
1.2 Attend visually to the speaker's face
1.3 Search for a voice with eyes
    A. to the right
    B. to the left
1.4 Turn head to source of a voice
    A. right
    B. left
    C. behind
1.5 Respond to single word commands (ex: momentary response)
    A. "look!"
    B. "no!"

Materials: none

ASSESSMENT

A momentary response is defined as a cessation in activity, visual attention, body movement, or a change in behavior. Use verbal cues as called for in each specific item. Verbal cues should be presented from various locations in relation to the child's body.

CURRICULUM

Use verbal cues as called for in each specific short term objective. Verbal cues should be presented from various locations in relation to the child's body.

CODE C-2

The child will attend/participate in work activities.
(4-12 mos.)

2.1 Momentarily attend/participate in play activity
2.2 Attend/participate in play activity for 10-30 seconds
2.3 Attend/participate in play activity for 30-60 seconds
2.4 Momentarily attend/participate in work activities
2.5 Attend/participate in work activities for 10-30 seconds
2.6 Attend/participate in work activities for 30-60 seconds

Materials: small toys, puzzles

ASSESSMENT

Assess play/work activities as indicated for each specific test item. For items 2.2, 2.3, 2.5, and 2.6 consider the time span allowed. A higher rating is recorded if the task is completed without a prompting cue. Record the lower rating if a prompting cue is needed before half of the time has expired (ex: C-2.2: at 20 seconds instructor gave a verbal cue, record a "V"; at 25 seconds instructor gave a verbal cue, record a "R")

CURRICULUM

These objectives are considered to be a prerequisite to formal communication training. Elicit responses to the objectives in various play/work activities. Short term objectives 2.5 and 2.6 may be worked on simultaneously with long term objective C-3.

The child will respond to spoken language through physical movements.
Level II
(6-12 mos.)

3.1 Raise arms when speaker says "come" and gestures
3.2 Search (visually) for speaker when name is called
3.3 Turn head when name is called
3.4 Follow simple commands with gestures (ex: imitation games, gives toy on request when already holding it)

Materials: small toys

ASSESSMENT

The instructor must present the spoken cues listed for each specific test item. When assessing the child notice that in 3.1 and 3.4 gestures are allowed on the "R" level.

CURRICULUM

Try to elicit the responses called for in each specific objective in various situations and at various times. Notice that in 3.1 and 3.4 gestures are allowed on the "R" level.

The child will identify familiar people through physical movements. (10 mos.)

4.1 Identify mother when presented with (child's) mother and verbal cue
4.2 Identify father when presented with (child's) father and verbal cue
4.3 Identify other familiar people when presented with familiar people and verbal cue

Materials: presence of familiar people

ASSESSMENT

With familiar people (mother, father, etc.) in attendance, present the verbal cue, "Where's_____?" If it is not possible for the father to be present, test item 4.2 may be omitted or the mother may serve as the informer for determining if the child possesses this behavior. Familiar people may also include program staff and children. Record the name(s) of other familiar people on the Assessment Data Collection form under "Comments".

Physical movements are defined as reaching, turning head, visually searching, etc.

CURRICULUM

Use only those familiar people recorded on the assessment form under "Comments" for identification. Use a variety of situations with the familiar persons present. Use verbal cue questions for eliciting responses.

The child will pat or point to pictures in book (non-specific). (12-18 mos.)

5.1 Attend to the book briefly
5.2 Attend to the book for 10 seconds
5.3 Reach/move toward the book while attending
5.4 Attend to the book for 10 seconds while touching
5.5 Attend to and pat the pictures (non-specific)

Materials: book (brightly colored pictures)

ASSESSMENT

Using a brightly colored book, follow procedures as indicated for each specific test item.

CURRICULUM

Make a book using various textures on the pages to direct/stimulate attention. Follow procedures as indicated for each specific short term objective.

The child will follow a simple one-step command.
(12-16 mos.)

6.1 Attend to instructor when command is given with gestures
6.2 Imitate instructor's movements when command is given with gestures
6.3 Approximate movement for command when given verbal cue
6.4 Follow a one-step command exactly

Materials: dependent upon command used

ASSESSMENT

Use only a command which the child is motorically able to perform. Notice that gestures are allowed for 6.1 and 6.2.

Record the command used on the Assessment Data Collection form under "Comments". Use only that command recorded for IEP development and program implementation.

CURRICULUM

Use only that command recorded on the assessment form. Notice that gestures are allowed for 6.1 and 6.2.

CODE C-7

The child will identify five (5) familiar objects by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (12-19 mos.)

7.1 Identify one familiar object
- A. with no distractors
- B. with one distractor
- C. with two distractors

7.2 Identify two familiar objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

7.3 Identify three familiar objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

7.4 Identify four familiar objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

7.5 Identify five familiar objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: common objects (ex: ball, block)

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Ten (10) objects will be needed for conducting the assessment to allow the child ample opportunity to identify five (5) familiar objects (Refer to Beginning Word List-Objects).

Record the appropriate name(s) and number of objects needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects recorded for IEP development and program implementation.

CURRICULUM

Use only those objects recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

CODE C-8

The child will identify mouth by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (12-19 mos.)

8.1 Identify mouth in relation to self
8.2 Identify mouth in relation to the instructor
8.3 Identify mouth in relation to a doll

Materials: doll, mirror

ASSESSMENT

Use a variety of experiences; however, the assessment of these objectives is dependent upon the communication level of the child for example:

Naming--The instructor touches mouth of child/self/doll and asks, "child's name", what is this?"

Verbal yes/no--The instructor touches mouth of child/self/doll and asks, "child's name", is this a mouth?"

Gestural yes/no--The instructor touches mouth of child/self/doll and asks, "child's name", is this a mouth?"

Touching--The instructor asks the child to touch mouth in relation to self/instructor/doll

Directional eye movement--The instructor asks the child, "child's name", look at your mouth in the mirror. Look at my mouth in the mirror. Look at the doll's mouth in the mirror."

Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

Before formal training, expose the child to body parts/names during play and work activities. Use a variety of experiences; however, the instruction of these objectives is dependent upon the communication level obtained during assessment of the child.

CODE C-9

The child will respond to yes/no questions appropriate to situational needs/wants by verbal yes/no or gestural yes/no. (12-24 mos.)

9.1 Respond to verbal cue, "Do you want to play?"
9.2 Respond to verbal cue, "Do you want your mother?"
9.3 Respond to verbal cue, "Do you want the ball?"
9.4 Respond to verbal cue, "Do you want to give me the ball?"
9.5 Respond to verbal cue, "Do you want to sit down?"
9.6 Respond to verbal cue, "Do you want the red crayon?"
9.7 Respond to verbal cue, "Do you want to work?"

Materals: ball, crayon

ASSESSMENT

Ask the child questions as indicated on each specific test item. Record the communication level on the Assessment Data Collection form under "Communication Level." Prompting cues are not utilized for these items.

CURRICULUM

Before formal training, expose the child to play and work experiences/activities involving yes/no questions. Use verbal cue questions as stated on each specific short term objective for eliciting responses.

CODE C-10

The child will identify eyes and nose by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (12-24 mos.)

10.1 Identify eyes in relation to self
10.2 Identify eyes in relation to the instructor
10.3 Identify eyes in relation to a doll
10.4 Identify nose in relation to self
10.5 Identify nose in relation to the instructor
10.6 Identify nose in relation to a doll

Materials: doll, mirror

ASSESSMENT

Follow procedures as indicated for each specific test item; however, the assessment of these items is dependent on the communication level of the child (See C-8 Assessment Examples). Record the communication level on the Assessment Data Collection form under "Communication Level".

CURRICULUM

The instruction of these objectives is dependent upon the communication level obtained during the assessment procedure.

The child will identify three (3) pictures by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (12-24 mos.)

11.1 Identify one picture
- A. with no distractors
- B. with one distractor
- C. with two distractors

11.2 Identify two pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

11.3 Identify three pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures of familiar objects

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Six (6) pictures of familiar objects will be needed for conducting the assessment to allow the child ample opportunity to identify three (3) pictures. Pictures of the familiar objects identified correctly in C-7 may be used along with any additional pictures that are functional/familiar to the child.

Record the appropriate name(s) and number of objects needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level". Use only those objects recorded for IEP development and program implementation.

CURRICULUM

Use only those pictures of familiar objects recorded on the assessment form under "Comments" for identification. However, other pictures will be used as distractors as indicated for each specific objective.

CODE C-12

The child will identify ten (10) common objects by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (12-24 mos.)

12.1 Identify six objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

12.2 Identify seven objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

12.3 Identify eight objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

12.4 Identify nine objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

12.5 Identify ten objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: common objects (ex: ball, block)

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Ten (10) new objects will be needed for conducting the assessment to allow the child ample opportunity to identify five (5) new objects. (Refer to Beginning Word List-Objects).

Record the appropriate name(s) and number of objects needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects recorded for IEP development and program implementation.

PLEASE NOTE: Completion of these tests (Upon Request) does not constitute a completion unless C-7 was completed (Upon Request). These items are an extension of the items previously assessed. Example: The child must identify five new objects in addition to the five objects previously identified in C-7 for completion of these test items. Therefore, if the initial items were not completed, the development of the IEP would include the initial items plus these items.

CURRICULUM

Use only those objects recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

At this point, probe to ascertain if the child has retained the first five (5) objects. If not, reteach/review C-7. Upon completion, resume this instruction for these objectives.

CODE C-13

The child will identify an object from a group by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (20-24 mos.)

13.1 Identify an object from a group of three objects
13.2 Identify an object from a group of four objects
13.3 Identify an object from a group of five objects

Materials: common objects (ex: ball, cup, spoon)

ASSESSMENT

Place familiar objects in front of the child. Use objects previously identified in C-7, C-12, and/or any objects that are functional/familiar to the child. Ask the child to identify a certain object.

Record the object(s) used for the test item on the Assessment Data Collection form under "Comments" and the communication level obtained under "Communication Level". Use only those objects recorded for IEP development and program implementation.

CURRICULUM

Use only those objects recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

CODE C-14

The child will identify ears, hands, and feet by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (20-24 mos.)

14.1 Identify ears in relation to self
14.2 Identify ears in relation to the instructor
14.3 Identify ears in relation to a doll
14.4 Identify hands in relation to self
14.5 Identify hands in relation to the istructor
14.6 Identify hands in relation to a doll
14.7 Identify feet in relation to self
14.8 Identify feet in relation to the instructor
14.9 Identify feet in relation to a doll

Materials: doll, mirror

ASSESSMENT

Follow procedures as indicated for each specific test item; however, the assessment of these objectives is dependent on the communication level of the child. (See C-8 Assessment Examples). Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

The instruction of these objectives is dependent upon the communication level obtained during assessment of the child.

CODE C-15

The child will identify two (2) objects by function by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(24-30 mos.)

15.1 Identify one object by its function
- A. with one distractor
- B. with two distractors

15.2 Identify two objects by their function
- A. with one distractor
- B. with two distractors

Materials: common objects (ex: glass/cup, shoe)

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Four objects/functions will be needed for conducting the assessment to allow the child ample opportunity to identify two objects/functions. Use objects previously identified in C-7, C-12, and/or any objects that are functional/familiar to the child.

Record the appropriate name(s) and number of objects/functions needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only objects/functions recorded for IEP development and program implementation.

CURRICULUM

Use only those objects/functions recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

CODE C-16

The child will indicate awareness of multiple objects by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(18-36 mos.)

16.1 Indicate awareness of two like objects in a group
16.2 Indicate awareness of three like objects in a group
16.3 Indicate awareness of four like objects in a group

Materials: common objects (4 of each object)

ASSESSMENT

For 16.1, present a group of objects in front of the child with two objects alike (ex. 2 balls). Use objects the child has previously identified in C-7, C-12, and/or any objects that are functional/familiar to the child. Ask the child to indicate awareness of multiple objects. Similarly for 16.2 and 16.3, use, respectively, three and four like objects. Record the object(s) used for the test items on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects recorded for IEP development and program implementation.

CURRICULUM

Use only those objects recorded on the assessment form under "Comments" for indication of awareness. However, other objects will be used as distractors as indicated for each specific objective.

The child will identify ten (10) objects by function by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(24-36 mos.)

17.1 Identify three objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.2 Identify four objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.3 Identify five objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.4 Identify six objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.5 Identify seven objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.6 Identify eight objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.7 Identify nine objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

17.8 Identify ten objects by function
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: common objects (ex: bell, puzzle)

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Sixteen (16) new objects/functions will be needed for conducting the assessment to allow the child ample opportunity to identify eight (8) new objects/functions. Use objects previously identified in C-7, C-12, and/or any objects that are functional/familiar to the child.

Record the appropriate name(s) and number of objections/functions needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects/functions listed for IEP development and program implementation.

(continued on back)

PLEASE NOTE: Completion of these test items (Upon Request) does not constitute a completion unless C-15 was completed (Upon Request). These items are an extension of the items previously assessed. Example: The child must identify eight (8) new objects/functions in addition to the two (2) objects/functions previously identified in C-15 for completion of these test items. Therefore, if the initial items were not completed, the development of the IEP would include the initial items plus these items.

CURRICULUM

Use only those objects/functions recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

At this point, probe to ascertain if the child has retained the first two (2) objects/functions. If not, reteach/review C-15. Upon completion resume this instruction for these objectives.

CODE C-18

The child will match familiar body parts with their functions by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(24-26 mos.)

18.1 Match mouth with tasting
18.2 Match eyes with seeing
18.3 Match nose with smelling
18.4 Match ears with hearing
18.5 March hands with touching
18.6 Match feet with walking

Materials: mirror

ASSESSMENT

Ask the child to match each body part, as indicated for each specific item, with the body function. Questions would be dependent upon the communication level of the child; for example:

Naming - "What do you smell with?"
Verbal yes/no - "Do you smell with your nose?"
Gestural yes/no - "Do you smell with your nose?"
Touching - "What do you smell with? Touch it."
Directional eye movement - "What do I smell with? Look at it."
"Look at what you smell with." Use mirror.

Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

Verbal cue questions may be used for eliciting responses; please refer to assessment examples. Questions would be dependent upon communication level of the child.

CODE C-19

The child will identify boy and girl by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (24-36 mos.)

19.1 Identify "boy" using actual people
19.2 Identify "boy" using a doll
19.3 Identify "boy" using pictures
19.4 Identify "girl" using actual people
19.5 Identify "girl" using a doll
19.6 Identify "girl" using pictures
19.7 Identify own sex

Materials: pictures of boy/girl, boy/girl dolls

ASSESSMENT

Present people, dolls, and pictures of boy and girl. Ask the child to identify the requested item. Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

Before formal training, expose the child to the terminology boy/girl through play/work/social experiences. Use a variety of experiences. Follow procedures as indicated for each specific objective.

The child will identify the color red by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (18-32 mos.)

20.1 Identify red in relation to objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

20.2 Identify red in relation to pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures/objects red in color/other colors for distractors

ASSESSMENT

Present objects/pictures of the color red with the number of distractors indicated for each specific test item and ask the child to identify red. Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

Use a variety of color experiences with various familiar objects. Follow procedures as indicated for each specific objective and with the number of distractors indicated for that objective.

CODE C-21

The child will identify "one" object (concept of one) by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(28-32 mos.)

21.1 Identify one object with no distractors
21.2 Identify one object with one distractor
21.3 Identify one object with two distractors
21.4 Identify one object with three distractors

Materials: small objects

ASSESSMENT

Present like objects with the number of distractors indicated for each specific test item. Use objects that the child has previously identified in C-7, C-12, and/or any objects that are functional/familiar to the child. Ask the child to identify one object. Record the object(s) used for the test items on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects recorded for IEP development and program implementation.

CURRICULUM

Use only those objects recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

Before formal training, expose the child through visual/tactile/auditory channels to the "Number One" concept through activities/games/training sessions.

CODE C-22

The child will identify three (3) adjectives by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (24-28 mos.)

22.1 Identify one adjective
- A. with no distractors
- B. with one distractor
- C. with two distractors

22.2 Identify two adjectives
- A. with no distractors
- B. with one distractor
- C. with two distractors

22.3 Identify three adjectives
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: picture depicting adjectives, objects

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Six (6) adjectives will be needed for conducting the assessment to allow the child ample opportunity to identify three (3) adjectives. (Refer to Beginning Word List-Adjectives).

Record the appropriate name(s) and number of adjectives needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those adjectives recorded for IEP development and program implementation.

CURRICULUM

Use only those adjectives recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

CODE C-23

The child will identify seven (7) pictures by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (28-32 mos.)

23.1 Identify four pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

23.2 Identify five pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

23.3 Identify five pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

23.4 Identify six pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

23.5 Identify seven pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures of common objects

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Eight (8) new pictures will be needed for conducting the assessment to allow the child ample opportunity to identify four (4) new pictures. Use pictures of the familiar objects identified in C-7, C-12, and/or any pictures that are functional/familiar to the child.

Record the appropriate name(s) and number of pictures needed on the Assessment Data Collection Form under "Comments" and the communication level attained under "Communication Level." Use only those pictures recorded for IEP development and program implementation.

PLEASE NOTE: Completion of these test items (Upon Request) does not constitute a completion unless C-11 was completed (Upon Request). These items are an extension of the items previously assessed. Example: The child must identify four (4) new pictures in addition to the three(3) pictures previously identified in C-11 for completion of these test items. Therefore, if the initial items were not completed, the development of the IEP would include the initial items plus these items.

CURRICULUM

Use only those pictures recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

(continued on back)

At this point, probe to ascertain if the child has retained the first three (3) pictures. If not, reteach/review C-11. Upon completion resume this instruction for these objectives.

CODE C-24

The child will follow a two-step command.
(36-48 mos.)

24.1 Imitate instructor's movements when the commands are given with gestures
24.2 Approximate movements for one command when given verbal cue
24.3 Approximate movements for two commands when given verbal cue
24.4 Follow a two-step command exactly

Materials: dependent upon the commands used

ASSESSMENT

Use only a new command which the child is motorically able to perform; pair with command given for C-6.

The following procedure is used for each specific test item:

24.1 Pair the command used for C-6 with a new command
24.2 Use command given for C-6
24.3 Pair the command given for C-6 with the new command
24.4 Pair the command given for C-6 with the new command

Record the commands used on the Assessment Data Collection form under "Comments". Use only those commands recorded for IEP developemnt and program implementation.

CURRICULUM

Use only those commands recorded on the assessment form.

Notice that all objectives are designed to reteach/review the initial command used in C-6. Follow the same procedure for instruction as was used for assessment for each specific test item.

CODE C-25

The child will identify the color blue by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (32-36 mos.)

25.1 Identify blue in relation to objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

25.2 Identify blue in relation to pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures/objects blue in color/other colors for distractors

ASSESSMENT

Present objects/pictures of color blue with the number of distractors indicated for each specific test item and ask the child to identify blue. Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

Use a variety of color experiences with various familiar objects. Follow procedure as indicated for each specific objective and with the number of distractors indicated for that objective.

The child will identify two (2) actions through pictures by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(24-36 mos.)

26.1 Identify one action
- A. with no distractors
- B. with one distractor
- C. with two distractors

26.2 Identify two actions
- A. with no distractors
- B. with one distractors
- C. with two distractors

Materials: pictures depicting action

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Four (4) action pictures will be needed for conducting the assessment to allow the child ample opportunity to identify two (2) action pictures. Use those action pictures which are relevant to the child's needs and environment. (ex: running, eating, sitting, etc.)

Record the appropriate name(s) and number of action pictures needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those action pictures recorded for IEP development and program implementation.

CURRICULUM

Use only those action pictures recorded on the assessment form under "Comments" for identification. However, other objects will be used as distractors as indicated for each specific objective.

CODE C-27

The child will identify head by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (18-36 mos.)

27.1 Identify head in relation to self
27.2 Identify head in relation to the instructor
27.3 Identify head in relation to a doll

Materials: doll, mirror

ASSESSMENT

Follow procedures as indicated for each specific test item; however, the assessment of these objectives is dependent on the communication level of the child. (See C-8 Assessment Examples.) Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

The instruction of these objectives is dependent upon the communication level obtained during assessment of the child.

CODE C-28

The child will identify opposites by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (36-40 mos.)

28.1 Identify big --- little
28.2 Identify long --- short
28.3 Identify happy --- sad
28.4 Identify open --- close
28.5 Identify _____ --- _____

Materials: objects/picture depicting opposites

ASSESSMENT

Present the objects/pictures depicting opposites and ask the child to identify. Record the communication level on the Assessment Data Collection Form under "Communication Level."

CURRICULUM

Objective 28.5 can be used for substitution. Use a variety of objects and experiences to teach these concepts.

CODE C-29

The child will identify same/different by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (36-48 mos.)

29.1 Identify the objects that are the same
29.2 Identify the object that is different
29.3 Identify the pictures that are the same
29.4 Identify the picture that is different

Materials: small objects and pictures (2 of each)

ASSESSMENT

Present three objects/pictures to the child (two objects are alike; one is different). Use objects/pictures previously identified in C-7, C-11, C-12, C-23, and/or any objects/pictures that are functional/familiar to the child. Ask the child to identify same/different. Record the object(s)/picture(s) used for the test items on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level." Use only those objects/pictures recorded for IEP development and program implementation.

CURRICULUM

Use only those objects/pictures recorded on the assessment form under "Comments" for identification. However, other objects/pictures will be used for each objective as distractors. For example: three objects/pictures will be presented to the child--two objects are alike and one is different.

The child will identify hair, arms, and legs by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (36-48 mos.)

30.1 Identify hair in relation to self
30.2 Identify hair in relation to the instructor
30.3 Identify hair in relation to a doll
30.4 Identify arms in relation to self
30.5 Identify arms in relation to the instructor
30.6 Identify arms in relation to a doll
30.7 Identify legs in relation to self
30.8 Identify legs in relation to the instructor
30.9 Identify legs in relation to a doll

ASSESSMENT

Follow procedures as indicated for each specific test item; however, the assessment of these objectives is dependent on the communication level of the child. (See C-8 Assessment Examples.) Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

The instruction of these objectives is dependent upon the communication level obtained during assessment of the child.

The child will follow a three-step command.
(40-45 mos.)

31.1 Imitate instructor's movements when commands are given with gestures
31.2 Approximate movements for one command when given verbal cue
31.3 Approximate movements for two commands when given verbal cue
31.4 Approximate movements for three commands when given verbal cue
31.5 Follow a three-step command exactly

Materials: dependent upon commands used

ASSESSMENT

Use only a new command which the child is motorically able to perform; pair with commands given for C-6/C-24.

The following procedure is used for each specific test item:

31.1 Pair the commands given for C-6/C-24 with a new command
31.2 Use command given for C-6
31.3 Use commands given for C-6/C-24
31.4 Pair the commands given for C-6/C-24 with the new command
31.5 Pair the commands given for C-6/C-24 with the new command

Record the commands used on the Assessment Data Collection form under "Comments". Use only those commands recorded for IEP development and program implementation.

CURRICULUM

Use only those commands recorded on the assessment form.

Notice that all objectives are designed to reteach/review the initial commands used in C-6/C-24. Follow the same procedure for instruction as was used for assessment for each specific test item.

The child will identify fingers, toes, stomach by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (36-48 mos.)

32.1 Identify fingers in relation to self
32.2 Identify fingers in relation to the instructor
32.3 Identify fingers in relation to a doll
32.4 Identify toes in relation to self
32.5 Identify toes in relation to the instructor
32.6 Identify toes in relation to a doll
32.7 Identify stomach in relation to self
32.8 Identify stomach in relation to the instructor
32.9 Identify stomach in relation to a doll

Materials: doll, mirror

ASSESSMENT

Follow procedures as indicated for each specific test item; however, the assessment of these objectives is dependent on the communication level of the chil. (See C-8 Assessment Examples.) Record the communication level on the Assessment Data Collection form under "Communication Level."

CURRICULUM

The instruction of these objectives is dependent upon the communication level obtained during assessment of the child.

The child will follow a four-step command.
(40-52 mos.)

33.1 Imitate instructor's movements when the commands are given with gestures
33.2 Approximate movements for one command when given verbal cue
33.3 Approximate movements for two commands when given verbal cue
33.4 Approximate movements for three commands when given verbal cue
33.5 Approximate movements for four commands when given verbal cue
33.6 Follow a four-step command exactly

Materials: dependent upon commands used

ASSESSMENT

Use only a new command which the child is motorically able to perform; pair with commands given for C-6/C-24/C-31.

The following procedure is used for each specific test item:

33.1 Pair the commands given for C-6/C-24/C-31 with a new command
33.2 Use command given for C-6
33.3 Use commands given for C-6/C-24
33.4 Pair the commands given for C-6/C-24/C-31
33.5 Pair the commands given for C-6/C-24/C-31 with the new command
33.6 Pair the commands given for C-6/C-24/C-31 with the new command

Record the commands used on the Assessment Data Collection form under "Comments". Use only those commands recorded for IEP development and program implementation.

CURRICULUM

Use only those commands recorded on the assessment form under "Comments".

Notice that all objectives are designed to reteach/review the initial commands used for C-6/C-24/C-31. Follow the same procedures for instruction as was used for assessment for each specific test item.

The child will identify five (5) adjectives through pictures/facial expressions by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement.
(44-48 mos.)

34.1 Identify four adjectives
- A. with no distractors
- B. with one distractor
- C. with two distractors

34.2 Identify five adjectives
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures depicting adjectives

ASSESSMENT

Use procedures for assessment with distractors and sampling form. Four (4) new adjectives will be needed for conducting the assessment to allow the child ample opportunity to identify two (2) new adjectives. (Refer to Beginning Words List-Adjectives).

Record the appropriate name(s) and number of adjectives needed on the Assessment Data Collection form under "Comments" and the communication level attained under "Communication Level". Use only those adjectives recorded for IEP developement and program implementation.

Please Note: Completion of these test items (Upon Request) does not constitute a completion unless C-22 was completed (Upon Request). These items are an extension of the items previously assessed. Example: The child must identify two (2) new adjectives in addition to the three (3) adjectives previously identified in C-22 for completion of these test items. Therefore, if the initial items were not completed, the development of the IEP would include the initial items plus these items.

CURRICULUM

Use only those adjectives recorded on the assessment form under "Comments" for identification. However, other adjectives will be used as distractors as indicated for each specific objective.

At this point, probe to ascertain if the child has retained the first three adjectives. If not, reteach/review C-22. Upon completion resume this instruction for these objectives.

The child will identify the color yellow by naming, verbal yes/no, gestural yes/no, touching, or directional eye movement. (44-48 mos.)

35.1 Identify yellow in relation to objects
- A. with no distractors
- B. with one distractor
- C. with two distractors

35.2 Identify yellow in relation to pictures
- A. with no distractors
- B. with one distractor
- C. with two distractors

Materials: pictures/objects yellow in color/other colors for distractors

ASSESSMENT

Present objects/pictures of color yellow with the number of distractors indicated for each specific test item and ask the child to identify yellow. Record communication level on Assessment Data Collection form under "Communication Level."

CURRICULUM

Use a variety of color experiences with various familiar objects. Follow procedure as indicated for each specific objective and with the number of distractors indicated for that objective.

GROSS MOTOR

Please note that procedures and/or comments for the gross motor area have been included. However, a recommendation is made that a physical therapist be consulted for assessment and for the development of specific procedures for each individual child's program.

The child will demonstrate functional movements in the prone position. (0-6 mos.)

1.1 Turn head from side to side
1.2 Lift head in line with body
   A. 10 seconds
   B. 20 seconds
   C. 30 seconds
   D. 40 seconds
   E. 50 seconds
   F. 60 seconds
1.3 Support weight on forearms and lift head and shoulders
   A. 10 seconds
   B. 20 seconds
   C. 30 seconds
   D. 40 seconds
   E. 50 seconds
   F. 60 seconds
1.4 Support weight on forearms and reach for toys
1.5 Support weight on extended arms
1.6 Roll from stomach to back

Materials: bolster, wedge, toys

ASSESSMENT

Place the child in the prone position and encourage the child to perform the desired procedure by using various stimuli. For items 1.2 and 1.3, seconds should be recorded. For item 1.4 both the right and left upper extremities should be tested for reaching.

CURRICULUM

Place the child in the prone position and use various stimuli to encourage the desired response. Bolsters and wedges may be used with some items to gain completion of the specific objective that you are working toward. For item 1.4 the child should be able to shift his weight to either the right or left and reach with either arm in order for the objective to be completed.

The child will demonstrate functional movements in the supine position. (0-9 mos.)

2.1 Roll from side to back and back to side
1.2 Reach for toy placed in midline
2.3 Come to sit with no head lag
2.4 Pull to sit
2.5 Roll from back to stomach
  A. As a whole unit
  B. Segmentally

Materials: toys

ASSESSMENT

Place the child on his back and follow the procedures for each specific test item. Encourage the desired movement in items 2.1, 2.2, and 2.5 by using various stimuli. In item 2.3 hand placement is on the child's shoulders giving support and a downward pressure while slowly pulling him to sit. To test item 2.4 hold the child by his hands to pull him to sit. In item 2.5 note if A., the child rolls by initiating the movement with his head and the body follows as a unit: or if B., the upper or lower body initiates the movements and other body parts follow. If the child is already rolling segmentally as described in B., he should be credited also with A. He has demonstrated this rolling pattern at one time, but the pattern has become extinguished at around 6-8 months. He has intergrated this movement into the performance of a higher level skill which is rolling segmentally.

CURRICULUM

As in assessing, use various stimuli to achieve the desired movement. In working toward achieving objective 2.3 make sure to secure child at his shoulders keeping a downward pressure so that he does not use his shoulder elevators to stabilize his head. In item 2.5 B., a segmental roll can be encouraged by flexing the hip and knee of one extremity and slowly bringing it over the other extremity. If this is done correctly rotation between trunk and pelvis will be noted, and the child will roll over to his stomach segmentally. The same can be done using the upper body. This procedure should be done to both the left and to the right.

The child will sit independently (3-12 mos.)

3.1 Sit with support with back rounded
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

3.2 Sit supported by arms and hands
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

3.3 Sit without support with back erect arms free for play
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

3.4 Catch self when falling forward

3.5 Catch self when falling to side

3.6 Assume sitting

3.7 Catch self when falling backward

Materials: bolster, therapeutic balls, toys

ASSESSMENT

In assessing items 3.1, 3.2, and 3.3 seconds should be recorded. In item 3.2 place the child's arms forward and observe to see if the position can be maintained. Items 3.4, 3.4, and 3.7 can be tested in sitting by gently pushing the child forward, sideways and backwards observing to see if he places arms out in order to protect himself from falling. In item 3.6, the child should be placed prone and encouraged to assume sitting.

CURRICULUM

Follow procedures as indicated for objectives 3.1, 3.2, 3.3, and 3.6. A bolster may be used as one means to encourage completion of objective 3.4. The child should be placed over the bolster on his stomach and rolled forward encouraging him to place arms forward. A ball may be used as one means to encourage completion of objectives 3.5 and 3.7 by placing the child in sitting and rolling the ball side to side and backward to initiate protective reactions. Make sure the child is stabilized when performing this procedure. For other procedures to encourage completion of desired objectives contact a physical therapist.

The child will creep independently (6-12 mos.)

4.1 Crawl independently
4.2 Heel-sit supported by outstreached arms
  A. 10 seconds
  B. 20 seconds
  C. 30 seconds
  D. 40 seconds
  E. 50 seconds
  F. 60 seconds
4.3 Balance on hands and knees
4.4 Rock on hands and knees
4.5 Reach for object with one hand in all fours position
4.6 Assume all fours independently
4.7 Creep reciprocally

Materials: bolsters, wedges, toys

ASSESSMENT

Follow procedures as indicated for each item encouraging the child to perform the movement by presenting various stimuli.

CURRICULUM

One example to encourage completion of items 4.3, 4.4, and 4.5 is as follows: place the child prone over a bolster with arms extended forward, chest supported by the bolster, and weight on his knees. The child is in a supported all fours position. In this position you can rock him forward and backward and encourage him to reach for an object. As the child becomes more proficient the bolster can be eliminated. Follow procedures as indicated for objectives 4.1, 4.2, 4.6, and 4.7. For other specific procedures contact a physical therapist.

The child will walk independently (3-15 mos.)

5.1 Support body weight in supported standing
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

5.2 Stand erect (when placed) holding onto stationary object
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

5.3 Pull to stand

5.4 Squat and stand holding onto stationary object

5.5 Cruise
- A. two steps
- B. four steps
- C. six steps
- D. eight steps
- E. ten steps

5.6 Stand with no support
- A. 10 seconds
- B. 20 seconds
- C. 30 seconds
- D. 40 seconds
- E. 50 seconds
- F. 60 seconds

5.7 Walk led by one hand
- A. one step
- B. two steps
- C. three steps
- D. four steps
- E. five steps

5.8 Assume standing

5.9 Walk independently

Materials: parallel bars, push cart

ASSESSMENT

Follow procedures as indicated for each item encouraging the child to perform the desired movement by presenting various stimuli. Seconds and steps should be recorded for the test items requiring this.

CURRICULUM

Use various stimuli to encourage the child to perform the desired objective. The parallel bars may be used with items 5.2 and 5.5. A push cart may also be used to encourage independent walking. For other specific procedures contact a physical therapist.

The child will ambulate independently beyond walking (2 to 5 years)

6.1 Walk backward
- A. two steps
- B. four steps
- C. six steps
- D. eight steps

6.2 Walk sideways
- A. two steps
- B. four steps
- C. six steps
- D. eight steps

6.3 Walk on tiptoes
- A. two steps
- B. four steps
- C. six steps
- D. eight steps

6.4 Walk upstairs alone
- A. two feet per step
- B. one foot per step

6.5 Walk downstairs alone
- A. two feet per step
- B. one foot per step

6.6 Jump in place
- A. one time
- B. two times
- C. three times
- D. four times
- E. five times

6.7 Run

6.8 Balance on one foot
- A. one second
- B. two seconds
- C. three seconds
- D. four seconds
- E. five seconds

6.9 Ride a tricycle

6.10 Hop on one foot
- A. two times
- B. four times
- C. six times

Materials: stairs, tricycle

ASSESSMENT

Follow procedures as outlined for each objective noting distance and time where indicated. On objectives 6.4 and 6.5, B. is a higher level skill. If the child is performing B., he should be credited for A., as he has already functioned at this level of development and is now functioning at a higher developmental level. Objective 6.8 and 6.10 should be performed using both the right and left lower extremities.

CURRICULUM

Follow procedures as indicated for each specific test item.

CODE V/FM-1

The child will visually follow an object to midline.
(0-1 mo.)

1.1 React to light with momentary response (ex: eye blink)
   A. candle
   B. flickering light
   C. flashlight
1.2 Visually attend to object placed within field of vision with a momentary response (ex: a brief glance - one second)
1.3 Turn head toward source of light
1.4 Visually (eyes and head) follow a moving object; fixating on the object momentarily
1.5 Visually (eyes and head) follow a moving object horizontally from side of body to midline
   A. right to midline
   B. left to midline
1.6 Visually (eyes and head) follow a moving object diagonally from side of body to midline
   A. right to midline
   B. left to midline

Materials: candle, flashlight, brightly colored objects

ASSESSMENT

Use various stimuli to direct attention. Follow procedure as indicated for each specific test item.

CURRICULUM

Use various stimuli to direct attention. Follow procedure as indicated for each specific objective.

CODE V/FM-2

The child will visually (eyes only) follow a moving object horizonally from one side of body to the other.
(2-6 mos.)

2.1 Visually (eyes and head) follow a moving object just past midline
2.2 Fixate on object (ex: 3-5 seconds)
2.3 Visually (eyes and head) follow a moving object horizontally from one side of the body to other
2.4 Visually (eyes and head) shift gaze from one object to another
2.5 Visually (eyes and head) follow a moving object
  A. up
  B. down
2.6 Visually (eyes only) follow a moving object horizontally from side of body to midline
  A. right to midline
  B. left to midline
2.7 Look for a toy when dropped
2.8 Visually (eyes only) follow a moving object horizontally from one side of body to other

Materials: candle, flashlight, brightly colored objects

ASSESSMENT

Use various stimuli to direct attention. Follow procedure as indicated for each specific test item.

CURRICULUM

Use various stimuli to direct attention. Follow procedure as indicated for each specific objective.

The child will fixate eyes on object/picture (for 10 seconds). (6-12 mos.)

3.1 Visually (eyes only) follow a moving object
  A. up
  B. down
3.2 Visually (eyes only) follow a moving object until it disappears from view
3.3 Visually (eyes only) follow a moving object in a circular path
3.4 Visually (eyes only) follow a moving object held 18 inches from eyes
3.5 Visually (eyes only) follow a moving object along floor ten feet away
3.6 Visually (eyes only) follow a dangling object on a string ten feet away
3.7 Fixate eyes on object/picture for ten seconds

Materials: candle, flashlight, brightly colored objects

ASSESSMENT

Use various stimuli to direct attention. Follow procedure as indicated for each specific test item.

CURRICULUM

Use various stimuli to direct attention. Follow procedure as indicated for each specific objective. These short term objectives may be worked on simultaneously with V/FM-4.

The child will grasp and hold objects.
(3-9 mos.)

4.1 Reach for dangling object or noisemaker (symmetrically)
4.2 Bring his/her hands together in front of body (at midline)
4.3 Hold an object (block) placed in his/her hand
4.4 Hold a rattle, using a precarious grasp (object held between fingers, ring and little, and heel of palm)
4.5 Hold object between thumb and forefingers (index and long)

Materials: small objects (ex: block), noisemakers

ASSESSMENT

The procedures given in the curriculum area for each specific item should be used as a reference in addition to presenting each specific item as indicated.

CURRICULUM

4.1 A. Motorically involved: Present object at midline and if severe, sideline the child and expect free arm to respond to stimuli.

B. Visually impaired: Use noisemakers and objects that make some noise on contact.

C. Hearing impaired: Use bright colors and child's favorite toy.

4.2 A. Motorically involved: If child does not voluntarily bring hands to midline, frequently move arms and hands to midline and touch them together. If problem is severe, place him in a side-lying position.

B. Visually impaired: Use games such as pat-a-cake to cue child as to activity requested.

4.3 A. Motorically involved: If child has low (weak) muscle tone, give child support at wrist and elbow if needed. If child is spastic, wiggle the child's arms slightly and then if child's hands remain fisted, drop the wrist down, the fingers should open. Place the object in child's hand and slowly straighten wrist. This activity can be accomplished via a pathological grasp reflex.

B. Visually impaired: Give child object that can be mouthed because mouthing will assist child in learning about object.

(continued on back)

4.4 A. Motorically involved: If child is spastic (stiff), let the wrist drop to relax grasp before giving the child the object. This activity can be pathologically performed by a child with a spastic grasp reflex. However, this does not meet criterion for completion of this short term objective. Always present object at body midline.

B. Visually impaired: Give objects (at least as large as a block) that they can also mouth.

Precarious Grasp

4.5 A. Motorically involved: If child has low muscle tone, then support at wrist and possibly elbow. If spastic, present the object at body midline and hold it so the only way the child can have success is using correct grasp. Pronated grasp (thumb pointing downward) at this stage is not correct. The child would be using abnormal muscle patterns to accomplish task. If they do, start opening reach by placing object so the thumb must point to side. If right-handed grasp, the thumb will point to the left.

B. Visually impaired: Use edibles and textured objects.

The child will demonstrate isolated finger movements while manipulating an object.
(4-11 mos.)

5.1 Grasp an object (size of block) with either hand, using palmer grasp, accurately
5.2 Transfer object from hand to hand
5.3 Use a push-pull toy (stick type)
5.4 Grasp object between thumb, index, and long fingers with a space between palm of hand and object
5.5 Pick up small object (ex. raisin, fruit loop) using a raking or scooping movement involving all fingers
5.6 Manipulate object with hands and fingers (ex. squeezing toy, working busy box)
5.7 Hold object between thumb, index, and long fingers (opposition)
5.8 Move index finger without moving any other fingers
5.9 Purposely release an object

Materials: small objects

ASSESSMENT

The procedures given in the curriculum area for each specific item should be used as a reference in addition to presenting each specific item as indicated.

CURRICULUM

5.1 A. Motorically involved: Place child on side if he has a lot of spasticity within his trunk and shoulder girdle. If child has low (weak) muscle tone, stabilize proximal joints. Do not place the object to the side of a spastic cerebral palsy; you will be asking the child to move into his spastic pattern instead of helping him overcome it.

B. Visually impaired: Use objects that make noise and at first give the child some assistance at distal joints.

5.2 A. Motorically involved: Child with low muscle tone, stabilize proximal joints. If child is more affected on one side, place object in the affected hand and ask him to find the object.

B. Visually impaired: Use noisemakers or interesting textured objects to assist the child to explore object with both hands.

5.3 A. Motorically involved: If child has low muscle tone, stabilize proximal joints and trunk. If child is spastic, have child perform activity at midline. If child's movements cause his hand to come up to his shoulder, the movement is reinforcing abnormal muscle patterns. Make sure that a complete push and pull action is done with arm before passing off porgram.

B. Hearing impaired: Use objects that make noise.

C. Visually impaired: Use bright colored toy (barker toy type) or one that has beads that move when rolled.

(continued on back)

5.4 A. Motorically involved: Present the object in such a way that the only way he can grasp the object is appropriately.

B. Visually impaired: Offer edibles, noisemakers, or tactilely stimulating toy.

5.5 A. Motorically involved: If low muscle tone, stabilize proximal joints. If spastic, drop wrist down, opening hand and take child through activity.

B. Visually impaired: Allow child to explore object and use edibles and noisemakers.

Raking
Movement

5.6 A. Motorically involved: If spastic, shake hands to help momentarily decrease muscle tone.

B. Visually impaired: Use interesting textures, edibles, and noisemakers.

5.7 Start out with objects the size of a block and slowly work down to the size of a raisin.

A. Motorically involved: If spastic, gently shake wrist to momentarily decrease muscle tone. Present objects at the child's midline.

B. Visually impaired: Use textured objects and edibies.

5.8 Activities such as phone dialing, finger poking into play dough, pointing at pictures, demonstrate objective.

A. Motorically involved: If spastic, gently shake wrist to momentarily decrease muscle tone. If child has low muscle tone, stabilize at proximal joints.

B. Visually impaired: Use edibles, phone rings while dialing, and tactilely stimulating objects.

CODE V/FM-6

The child will manipulate object(s) using intricate finger movements. (9-48 mos.)

6.1 Make a scribble mark on a piece of paper while finger painting. (9-11 mos.)
6.2 Stack object(s) on top of each other.
- A. stack large (2" x 2") blocks on top of each other (12-18 mos.)
- B. stack small (1" x 1") blocks on top of each other (12-18 mos.)
- C. build tower of three or four blocks (12-18 mos.)
- D. build tower of five or six blocks (21-24 mos.)
- E. build tower of seven or eight blocks (21-24 mos.)
- F. build tower of nine or more blocks (21-24 mos.)

6.3 Hold object in one hand and manipulate it with the other
- A. turn pages in cardboard book (12-18 mos.)
- B. place a circle in a formboard (12-18 mos.)
- C. string large beads or snap beads (12-18 mos.)
- D. place rings on stacking disc (12-18 mos.)
- E. fold paper on definite crease (12-18 mos.)
- F. cut paper with scissors (20-24 mos.)
- G. screw and unscrew lids, turn doorknob (20-24 mos.)
- H. cut out square, circle, and triangle (32-36 mos.)

6.4 Imitate stroke with a crayon or pencil
- A. hold crayon/pencil and scribble (12-15 mos.)
- B. imitate vertical stroke (21-24 mos.)
- C. imitate horizontal stroke (2124 mos.)
- D. imitate push-pull stroke (a V or inverted V) (21-24 mos.)
- E. imitate a circular stroke (21-24 mos.)
- F. imitate a cross (30-36 mos.)
- G. imitate a square (36-48 mos.)
- H. imitate a triangle (36-48 mos.)

Materials: blocks, pencil, crayon, paper, finger paints, beads

ASSESSMENT

The procedures given in the curriculum area for each specific item should be used as a reference in addition to presenting each specific item as indicated.

CURRICULUM

6.1 A. Motorically involved: If spastic, gently shake his wrist and then place hand into finger paint (materials should be placed at child's midline). Do not allow child to place hand into paint thumb down: this is a primitive pattern that is non-functional. If low (weak) muscle tone, stabilize proximal joints.

B. Visually impaired: Use powdered soap or instant potatoes in finger paint to give the finger paint texture. Place paper at midline.

(continued on back)

6.2 A. Motorically involved: If spastic or hemiplegic, gently shake his wrist to relax it. Place object(s) at midline. Do not allow child to use a pronated grasp (see V/FM-4, 4.5)

B. Visually impaired: Take child through desired activity. Use blocks that have texture on two or more sides.

6.3 A. Motorically involved: If spastic, shake wrist gently to assist in relaxing child's hand. Place object at child's midline. Do not allow child to use pronated grasp (see V/FM-4, 4.5) If low muscle tone, stabilize proximal joints.

B. Visually impaired: Demonstrate desired behavior and use various textures and edibles.

6.4 A. Motorically involved: Use a felt pen or pencil that will mark without much pressure. Place materials at child's midline. If spastic, shake wrist gently to assist in relaxing child's hand. Do not begin this objective if child cannot maintain a neutral position at wrist. (see V/FM-4, 4.5)

B. Visually impaired: First have child make mark in sand or in template (with index finger) that will help him "feel" what desired behavior is.

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REFERENCES

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ASSESSMENT DATA COLLECTION

Student _____

Tester _____

Date _____

KEY FOR ASSESSING
R = Request M = Minimum Physical
V = Verbal Cue P = Physical
NA = Not Applicable

Code	Test Trials			Communication Level	Start Date	End Date	Comments

LONG TERM OBJECTIVES /SHORT TERM OBJECTIVES STUDENT:

	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP	RVMP
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SAMPLING DATA COLLECTION

Student _____

Instructor _____

KEY FOR CHARTING

R-Request
V-Verbal Cue
M-Minimum Physical
P-Physical

Test Items		Test Trials			Comments
1. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
2. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
3. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
4. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
5. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
6. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
7. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
8. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
9. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				
10. _____	A. with no distractors				
	B. with one (1) distractor				
	C. with two (2) distractors				

PRESCRIPTIVE TREATMENT PLAN

Student _____

Instructor _____

KEY FOR CHARTING

R-Request M-Minimum Physical
V-Verbal Cue P-Physical

Start Date	End Date	Codes/Objectives	Materials	Schedule of Reinforcement	Communication Level	Response Level	Criterion for Completion

Code_____

Code_____

Code_____

Procedures and/or Comments